

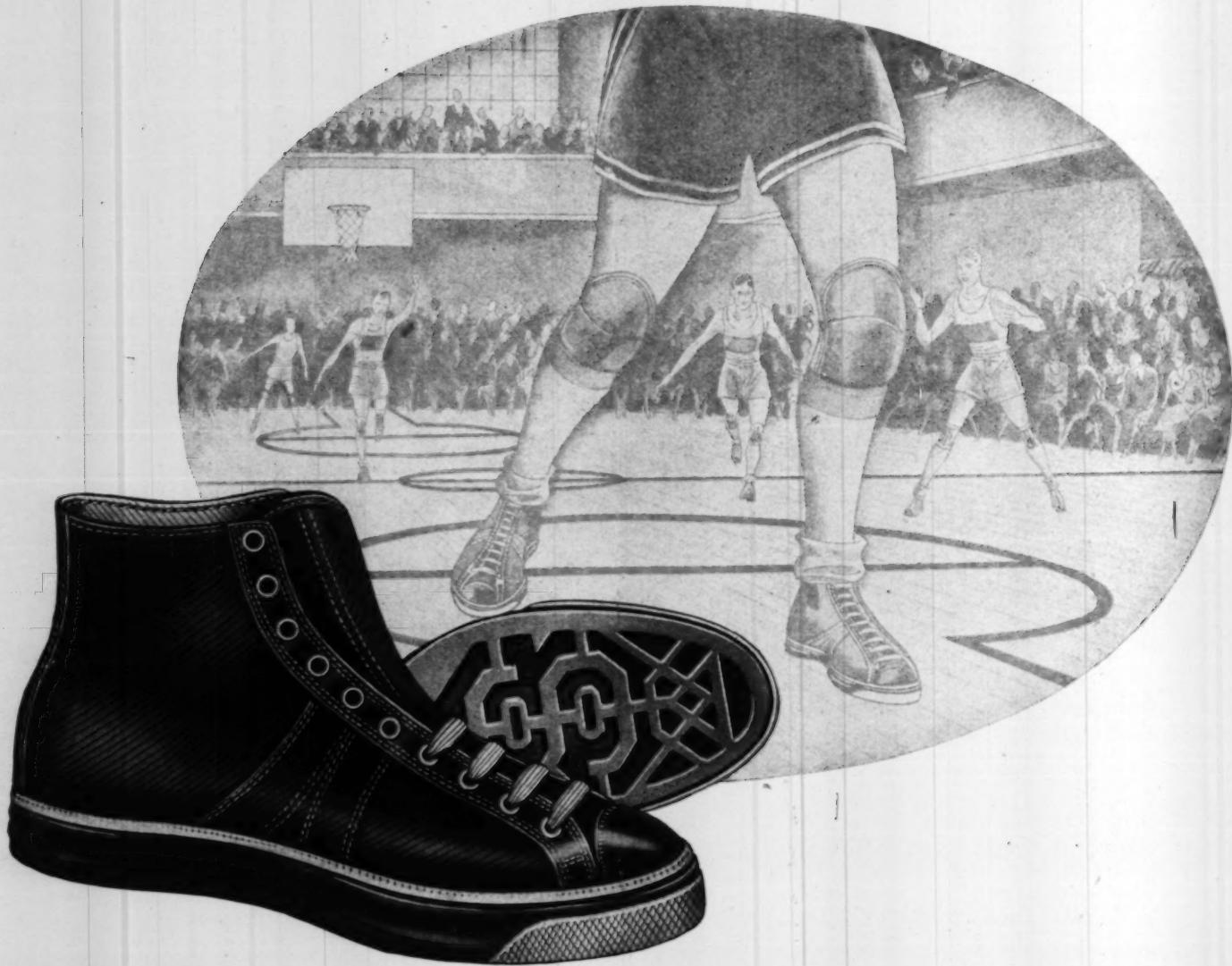
# SCHOLASTIC COACH

November

1934



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NO NEED to tell you how slippery basketball floors can be—especially when they do double duty as dance floors. Slips on them have probably robbed your boys of many a score.

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BASKETBALL EQUIPMENT

NOVEMBER, 1934



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• • •

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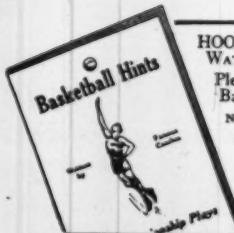
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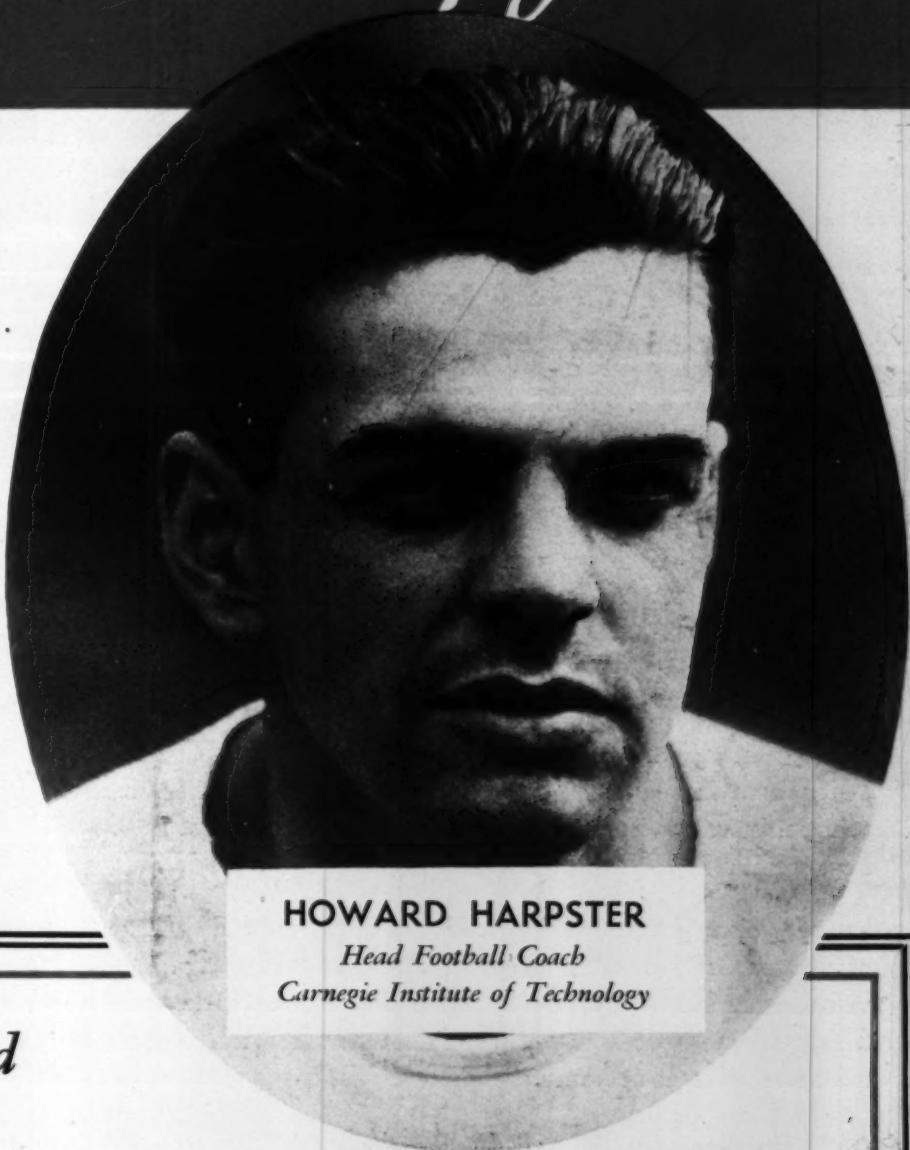
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*Head Football Coach  
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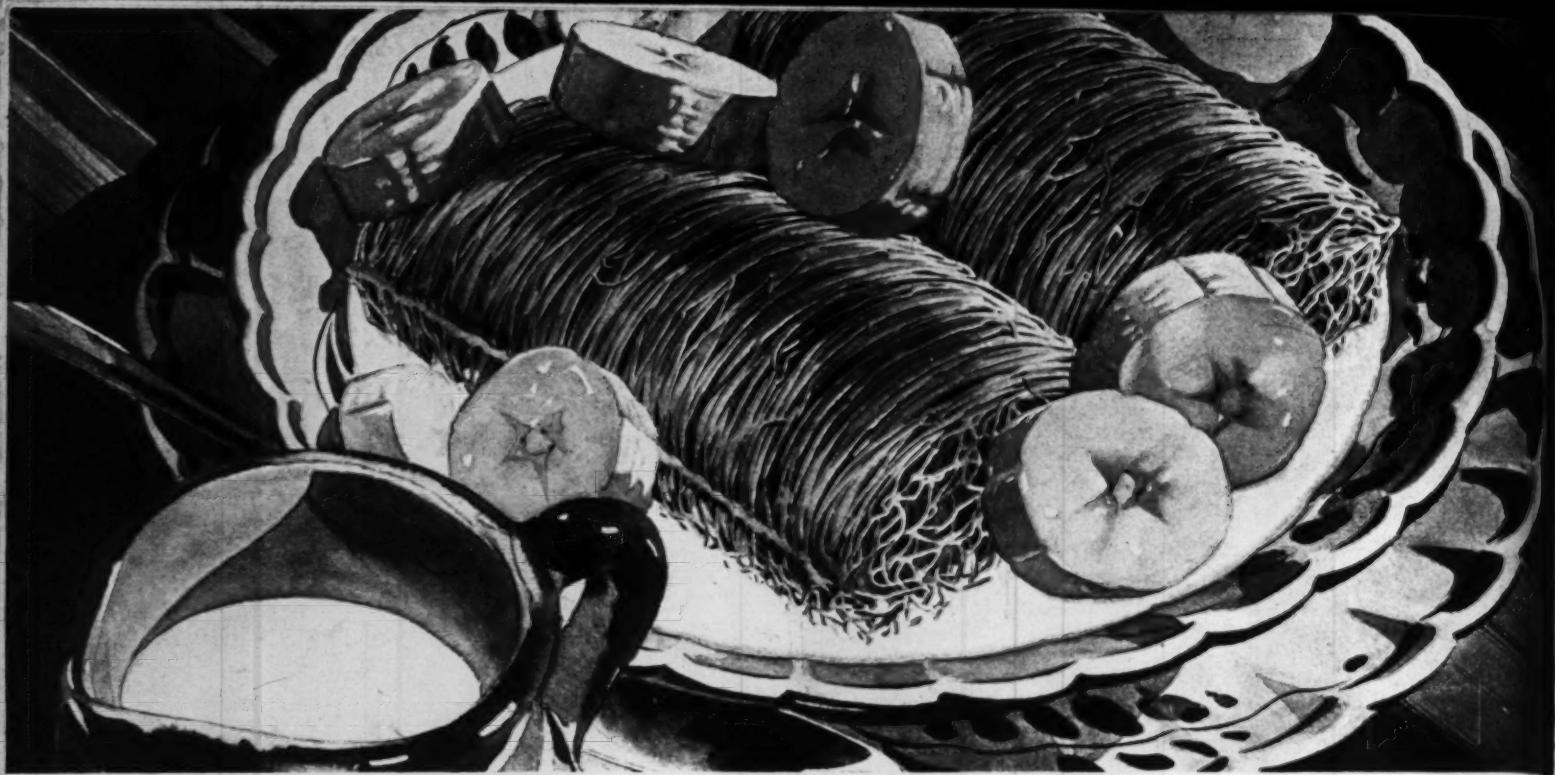
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# SCHOLASTIC COACH

Reg. U.S. Pat. Off.

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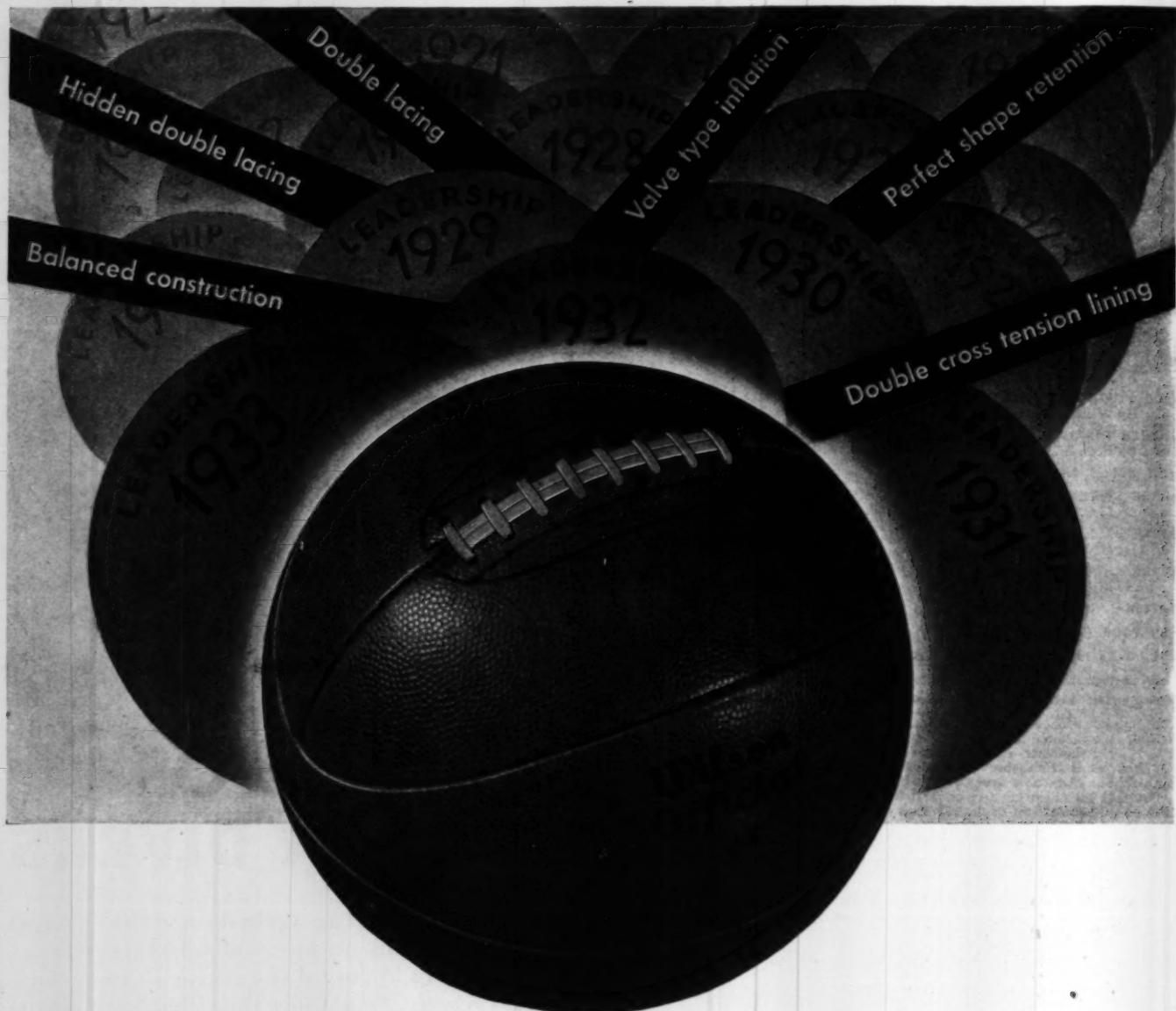


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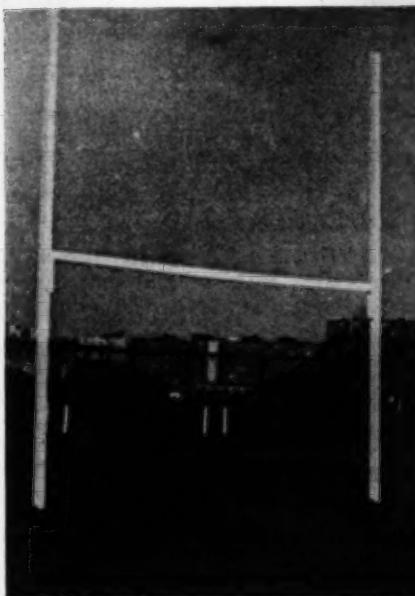


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# HERE BELOW

Several opinions on the values  
to be (or not to be) found  
in intersectional high  
school games



**N**OT many high school principals and coaches are directly bothered with the problem of intersectional high school football games. The invitation to pack up and go to some other part of the country to play a football game is extended to only three or four teams each year, but there is no telling when the invitations may become more numerous, thus affording the undeniable benefits of travel to many more schoolboy football players than are accommodated at present.

Win your state championship or something and your team may get a chance to see Death Valley, Radio City or the bed George Washington slept in. Travel is broadening, and we always say get as much of it as you can while young.

When the invitation comes, some small, questioning, heretical voice may pipe up and ask: "Look here, what is the idea of these intersectional high school games? Are they educational, inspirational, or merely perspirational?" You will want to have the right answers, because the people and voices that ask questions like this are of the most persistent and annoying species in education. They like to stir up a fuss. They are always finding fault, spoiling fun, looking for trouble.

An intersectional high school game came close to our front door last month and we went around to see it. The home team was New Rochelle High School, in Westchester County, just north of New York City; and the visiting team was Lane Technical High School of Chicago. We had hoped to see a good football game, but this hope was baseless, because we knew nothing of the relative strength of the two teams. And neither did the schools concerned. It was a "blind" date, and, as these things sometimes go, it turned out to be pretty sad. The

Chicago team was simply not in New Rochelle's football class. The score was 36 to 0, a walkaway for New Rochelle. After the game there was little satisfaction for anyone. It had been too easy for the hosts, and too embarrassing for the guests. But how were they to know that in advance?

Of course, the twenty-two Lane players got the other benefits of the trip—the educational and inspirational benefits. They left Chicago Thursday and stopped over in Washington, D. C., on Friday for some practise and sightseeing, arriving in New York that night. The game was played in New Rochelle Saturday afternoon, and Saturday night the Lane players were on the train for Chicago. They got a chance to see New York City after breakfast Saturday morning, before their bus left for New Rochelle at 11:30. Some of the Lane boys may never again get to see the Magic Island of Manhattan, and they probably will be forever grateful to football for that wonderful, though brief, opportunity. Had they been mere students, indulging only in the minor or intramural sports, they never would have got such a break.

Thinking that there may have been some reasons for scheduling this particular game which we did not know about, we asked the principals of the two schools to give us statements in justification of the game, or to express whatever opinion they held. From Mr. George H. Eckels, principal of New Rochelle High School, we received the following:

The scheduling of a football game with Lane Tech of Chicago was scarcely, on our part, a matter of policy. We had very great difficulty in filling our schedule and, after school opened this fall, we had two open dates, October 6 and October 18. When the request for a game came from Lane Tech, we saw

mainly the opportunity to fill an open date.

It is not our policy to send our team on long trips. The only time we have made an exception was when the 1926 team played two post-season games in Florida during the Christmas vacation.

On the other hand, we felt that if Lane Tech had no objection to sending its team to New Rochelle, there was no objection to our team's playing them here, with no obligation on our part for a return game.

There is no doubt that such a trip is educational for the boys that make the trip, but they, of course, are a very small part of the student body, which raises the question whether their football prowess entitles them to the favor of this special opportunity for an educational trip. In other words, it raises the issue of over-emphasis on athletics.

Personally, I am inclined to believe that restrictions permitting only one trip a season of exceptional length, with the provision that very little time be lost from school attendance, might be a reasonable arrangement, allowing the advantages of such trips and minimizing the disadvantages.

I believe intersectional games are valuable in making the home school and community especially more conscious of the existence of other sections of the country and in developing in both communities a friendly interest in other parts of our great nation.

Mr. C. E. Lang, principal of Lane Technical High School, Chicago, made the following statement:

I have been asked to comment on why we played the intersectional game with New Rochelle. Therefore I jotted down a few of the reasons not only for this but all games of that nature.

In the field of education, one of the fundamental aims of any school should be to promote a better understanding and acquaintance with the outside world. I believe every principal will agree that it is better to get first-hand information about another section of our country than to rely entirely upon classroom instruction.

In city schools with their large memberships it is of course impossible to

get such first-hand information by any extensive program of travel. This is no argument, however, for not taking advantage of every opportunity, even though it may be limited to a few pupils. These few pupils, on their return, spread the desire to see and visit this part of the country.

Intersectional games, besides offering this experience which comes from travel, also afford the opportunity of developing good feeling, sportsmanship, etc., under practical conditions. It gives the pupils and team of the entertaining school an opportunity to play the part of perfect host and the visiting team and such accompanying rooters the part of perfect guest.

This and every other such trip which we have taken has always demonstrated this point to me quite clearly. While it may be true that on some occasions all these worthwhile things are not always displayed, this again is no argument against the proposition. It simply means that such a school or team has a wonderful chance for some wonderful training. We can best train pupils and develop school spirit through practical opportunities, not theoretical discussions.

Besides this purely academic value, there is still the value to the contestants which comes from finding out how football, basketball and baseball, etc., are played in other sections of the country and meeting boys of these sections in a game. Boys and girls are the same the world over and yet each section of the world has its peculiarities which can only be understood by personal contact.

I wish it were possible for the whole school to play and visit more extensively. This I know is impossible for many reasons. But it certainly would be of great educational value if it could be done in a definitely planned way so that the other and equally important objectives of education would not be sacrificed. Where such athletic trips are numerous and take much time out of school, they may become detrimental; but that effect comes from lack of planning rather than from the lack of values in the intersectional game *per se*.

In this particular game at New Rochelle we lost no time in school (Friday being a holiday and we were back in school on Monday morning). Our boys had an introduction to the art of traveling, a fine stimulating view of Washington, New York and New Rochelle. We learned football as the score will attest, and we certainly can attest to the fine hospitality and sportsmanship and spirit of New Rochelle High School.

The only regret we have is that we were not able to demonstrate to a better degree our ability to play football. But the flashing attack to which we were submitted by an admittedly better team put us on the defensive for most

[Continued on page 36]

**RIGHT: MOVING-PICTURE SEQUENCE OF THE DOUBLE REVERSE PLAY WHICH NEW ROCHELLE HIGH SCHOOL USED WITH MUCH SUCCESS IN DEFEATING LANE TECHNICAL HIGH SCHOOL OF CHICAGO.**



# INTERSECTIONAL HIGH SCHOOL GAME

By Lester Bromberg

Mr. Bromberg covers high school sports for the New York World-Telegram.

**B**SERVERS who came to the intersectional scholastic football game between New Rochelle High School and Lane Technical of Chicago on Oct. 18 at New Rochelle, N. Y., with the idea of watching a close battle with attacking moves on either side being closely checkmated in a low-scoring game were disappointed. But they did see an excellent illustration of what the well-drilled team of schoolboys can do with just a few plays.

New Rochelle won, 36-0, showing complete mastery over the visitors during all but a few minutes near the end of the game. Coach William H. McKenna of New Rochelle used nineteen players, his team scoring in every period and finishing with fourteen points in the third and twelve in the fourth.

The game was attended by a crowd of about 6,500, a little over 6,000 of whom paid admission. The price to the public was seventy-five cents and one dollar. The Chicago school was paid \$1,550 for the game.

New Rochelle, followers of the Warner system, employed only six basic plays during the game. McKenna never has given more than that number to his squads in nine years at New Rochelle.

One of the most successful plays used by New Rochelle was a short basketball pass. Run from right formation it was completed seven times in eight attempts during this one game. The play is shown in Diagram 1, herewith. It was used more often during the first half than during the second. The left wing-back stood outside the weak-side end by a yard, and the right wing-back took a similar position to the rear of the strong-side end. The No. 1 back was almost on a line with the wing-backs, splitting the two linemen to the right of the center. The No. 4 back was directly behind the center and in the tail position.

The left wing-back followed the two

weak-side linemen (Nos. 10 and 9) as they pulled out to the right, masking his movements. No. 4 back, after receiving the ball from center, took two or three steps on a backward diagonal to his right, and tossed the ball to the wing-back coming across, throwing him a push pass from the chest.

The receiver, preceded by his interference, went through a hole between defensive left end and left tackle. The No. 1 back blocked the defensive left end. The right guard, No. 8, would help the No. 1 back if necessary. If not, he would go on through. The right wing-back and the strong-side end worked on the left tackle. No. 10 and 9, who were paving the way for the pass-receiver, blocked the defensive backs. No. 9 took the first back and No. 10 the second.

Lane couldn't fathom the pass to any extent. It was run repeatedly from right formation, and not once from the left; but so swiftly and deftly did New Rochelle's blockers go to their work that the Lane defenders were off their feet or in no position to get at the play by the time it was in stride.

In the second half New Rochelle used reverses with outstanding success. A double reverse from regular right formation gained frequently. Its best feature was the fact that it provided a bodyguard of five personal blockers for the ultimate ball-carrier.

The ball was snapped to No. 4 back in the deep position, and from that point the play had two equally good alternatives. In one No. 4 gave the ball to the left wing-back (No. 2) who had come around. No. 4 then went on to block the defensive right end

## Technical report of the game between Lane Tech of Chicago and New Rochelle

with Back No. 1. Meanwhile Wing-back No. 3 had delayed for two counts. Then he came around to take the ball from Back No. 2 and sweep wide around the defensive right end. (See Diagram 2.)

Linemen No. 6 and 5 led the interference, and it was their job to block the defensive backs, No. 6 taking the first man. Lineman No. 8 also pulled out, completing the quintet of interferers. Sometimes the No. 4 back faked passing to No. 2, spun, and went through with the ball himself, one or two of the running linemen being used for cross-blocking in the line. The double-reverse was also used with the ultimate ball-carrier skirting the defensive left end.

New Rochelle also uncorked a single reverse that yielded good gains. This ran from double wing-back unbalanced to the left. Back No. 4, in tail position, received the ball from the center and handed it to No. 3 coming around to the strong-side. No. 4 then blocked the first man coming from the weak-side. The left wing-back (No. 2) and the strong-side end (No. 10) teamed up on the defensive right tackle. Back No. 1 went after the right end with Lineman No. 7, and Linemen No. 6 and 5 blocked the defensive backs on the strong-side. How well these plays succeeded against Lane is shown in the statistics of the game, which credit New Rochelle with eighteen

first downs and 359 yards by rushing. Lane made just two first downs and twenty-five yards by rushing.

McKenna's defensive formations were orthodox, 7-1-2-1 against rushing, and 6-3-2 against passing. When Lane staged its final passing flurry New Rochelle's ends cut in on the passer and the tackles floated out.

Lane's only serious offensive attempts came through the air. One pass play was spoiled by the New Rochelle defense but it was allowed on the ground of interference, and netted a 30-yard gain.

The play was run from a punt formation balanced line, with the ends racing ten yards beyond the line of

[Concluded on page 26]

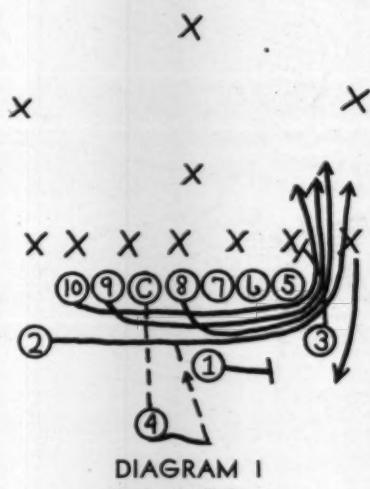


DIAGRAM 1  
Basketball Pass

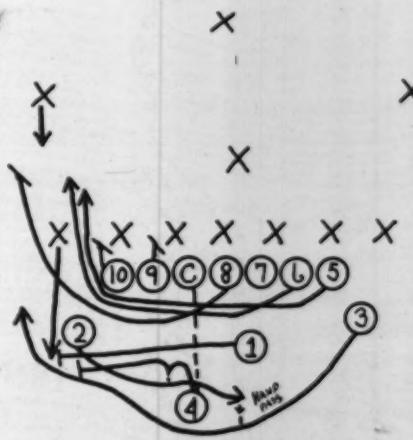
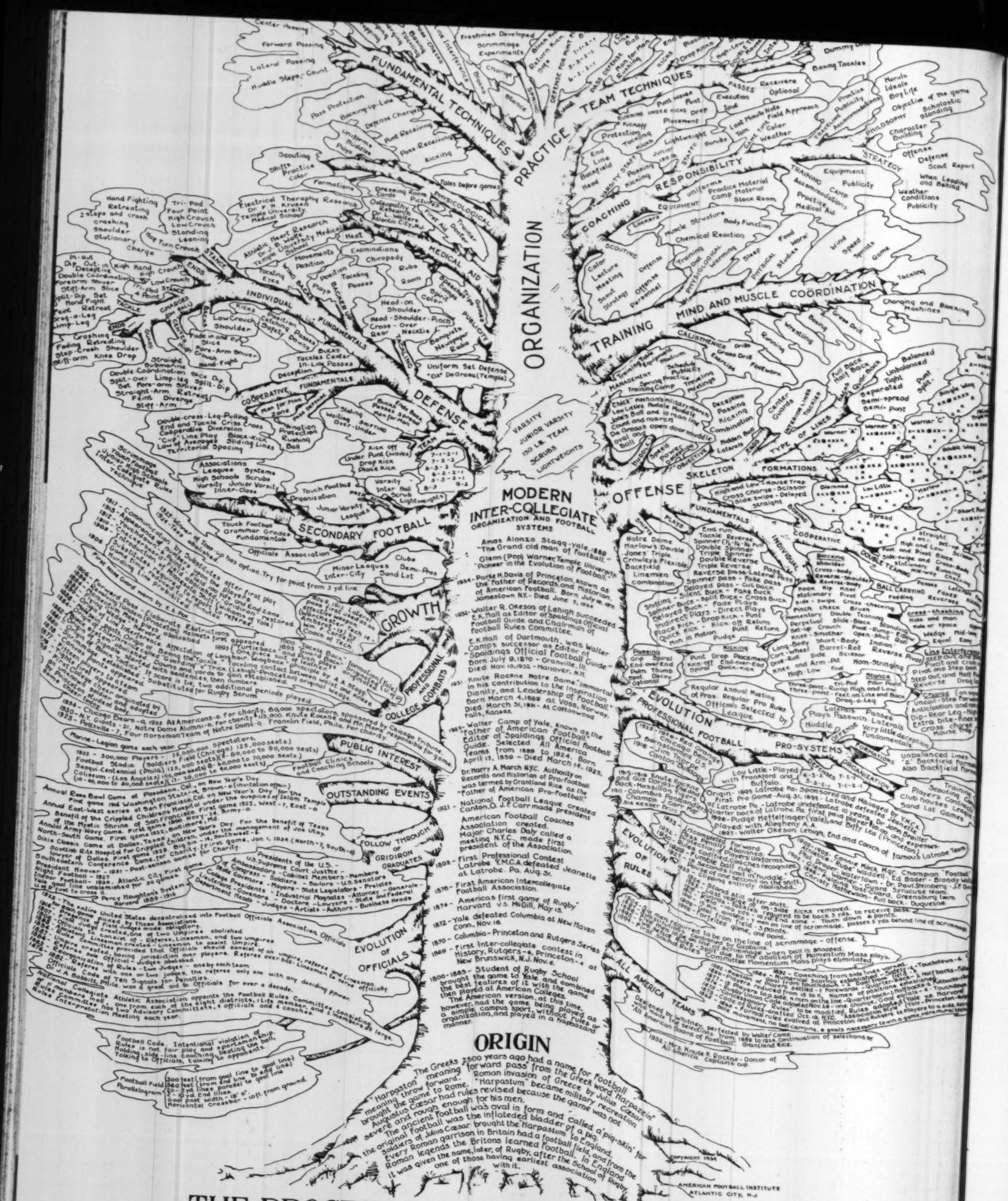


DIAGRAM 2  
Double Reverse

## ORGANIZATION



# THE PROGRESS OF AMERICAN FOOTBALL, AS EVOLVED BY JOHN DA GROSA B.S. L.L.B. COLGATE '26

LINE COACH GEORGETOWN '26-'30 TEMPLE '30-'33

This poster, enlarged to 30" x 40", in colors, for sale by Scholastic Coach Bookshop, 155 East 44th St., New York, N.Y. One dollar, postpaid.

## ORIGIN

The Greeks 2500 years ago had a name for Football, "Harpastum", meaning "throw forward". The Romans invaded Greece, and Julius Caesar brought the game to Rome. "Harpastum" became military recreation, though it was not perfect for his men. The ancient football was oval in form and called a "pig-skin" for the original of Julius Caesar brought the Harpastum to England, and from the Roman legions the Britons learned Football, after the School of Rugby. It was given the name, later of Rugby, after the association with it.

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AMERICAN FOOTBALL INSTITUTE  
ATLANTIC CITY, N.J.

# HUDDLE AND SIGNALS FOR THE DEFENSE

By John DaGrosa

Mr. DaGrosa presents a forceful argument in support of what he calls the Uniform Set Defense, a somewhat insufficient title because it is more than a set defense. It is set temporarily in a sort of a huddle, and then, at the bark of the defensive quarterback's signal, it moves to whatever defensive formation the quarterback has ordered. Mr. DaGrosa is full of football ideas like this, for you to take or leave, as you wish. One of his pet ideas is the five-man defensive line. No mere theorist carried away with flights of football fancy. Mr. DaGrosa has come right up from the front line itself. In fact, he has come up from all over it: he played at center, guard, tackle, and end on the Colgate teams of 1922, '23, '24 and '25; was all-American on the '25 undefeated team. He was line coach for Lou Little at Georgetown from 1926 through 1930. Then he went to Temple University, where he was line coach and instructor in law. He got his law degree from Georgetown.

**J**UST as the offense is set off into plays from a set formation with the assignments of each player definite and clear-cut, so also should the defense be set and the assignments of each player be definite and clear-cut. And, as the offense is under control of a quarterback or commander, likewise should the defense be under a defensive quarterback who, noting the down and the position on the field, orders his team into the defense best suited to the occasion. Here is the way it works:

If the offensive team uses the huddle, the defensive team uses its huddle, all defensive players except the halfbacks and the safety man participating in it. While the offensive team is in its huddle, the defensive linemen, center and one back, form in two lines, five in the first line (three yards from the ball) and three in the second line—all players facing the ball so that they can see what the offensive team is up to. The defensive quarterback, noting the down and the lay of the land, quickly calls the signal for whatever type of defense he wants, and at the shout of "hike" the defensive team moves accordingly. By this means every defensive player will know exactly what he is expected to do. The defense will be acting as a team and not as an assortment of individuals, half of whom are never sure of what is expected of them under present-day defense systems.

**From a set position this defense operates under orders from a defensive quarterback**

The Uniform Set Defense requires the generalship of a smartly trained defensive quarterback, but he can be developed just as the offensive quarterback can be developed. In Diagram 1, herewith, the defensive quarterback happens to be the center. He is the boss and commander in chief while on the defense.

Besides the apparent practical value of such a defensive system, consider its theatrical value—its "color" value. It has plenty of it. The defenses of today are pretty drab affairs as far as the spectators are concerned. The Uniform Set Defense will give them something to look at on the other side

tory or other players because of lack of knowledge of fellow players' movements. (Example: ends and tackles often encroach upon one another's territory, resulting, in territorial reckoning, in loss of a man. When one guard encroaches on the territory of the other this likewise results in loss of a potential defensive unit).

3. Players charging in opposite directions cause territory to be uncovered. Example: When ends and tackles charge in opposite directions the most dangerous lane in football is left open in the resultant wide hole. If guards charge in opposite directions large holes are left and the backer-up is endangered and left to be easily cut down.

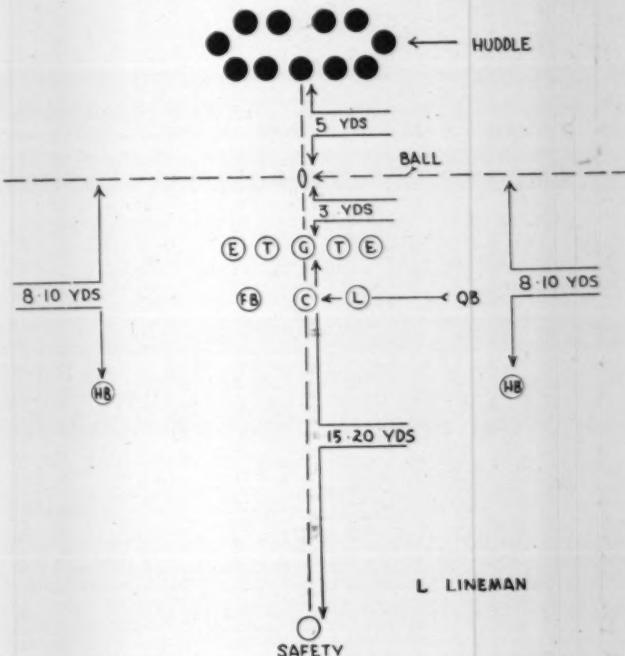
4. Players often over- and under-shift or charge high or low at the wrong time, regarding downs and yards to go. Example: Tackle charging off end on third down, seven yards to go. Then again, a guard charging, using a dip on third down, seven or eight yards to go. Or, in contrast, a guard charging high on second down, one yard to go.

5. A center often leaves or enters line at wrong time. Example: Center in line on third down, eight yards to go. Or, center out of line on third down, one yard to go.

6. Few defensive linemen know when their center comes into or goes out of the line, resulting in under- and over-shifting, as well as improper defensive location of entire line.

Whether or not the offensive team uses a huddle the Uniform Set Defense is prepared to meet the situation. If the offensive team does not huddle, but does its shifting on the line of scrimmage, then the Uniform Set Defense should be set and make its adjustments on the line of scrimmage in whatever formation the defensive quarterback orders.

The Uniform Set Defense can shift from its set position into any one of the following in one second: 7-2-2, 7-1-2-1, 6-2-2-1, 6-3-2, 5-3-2-1; it has unlimited possibilities, and we can expect to see some of them in the near football future.



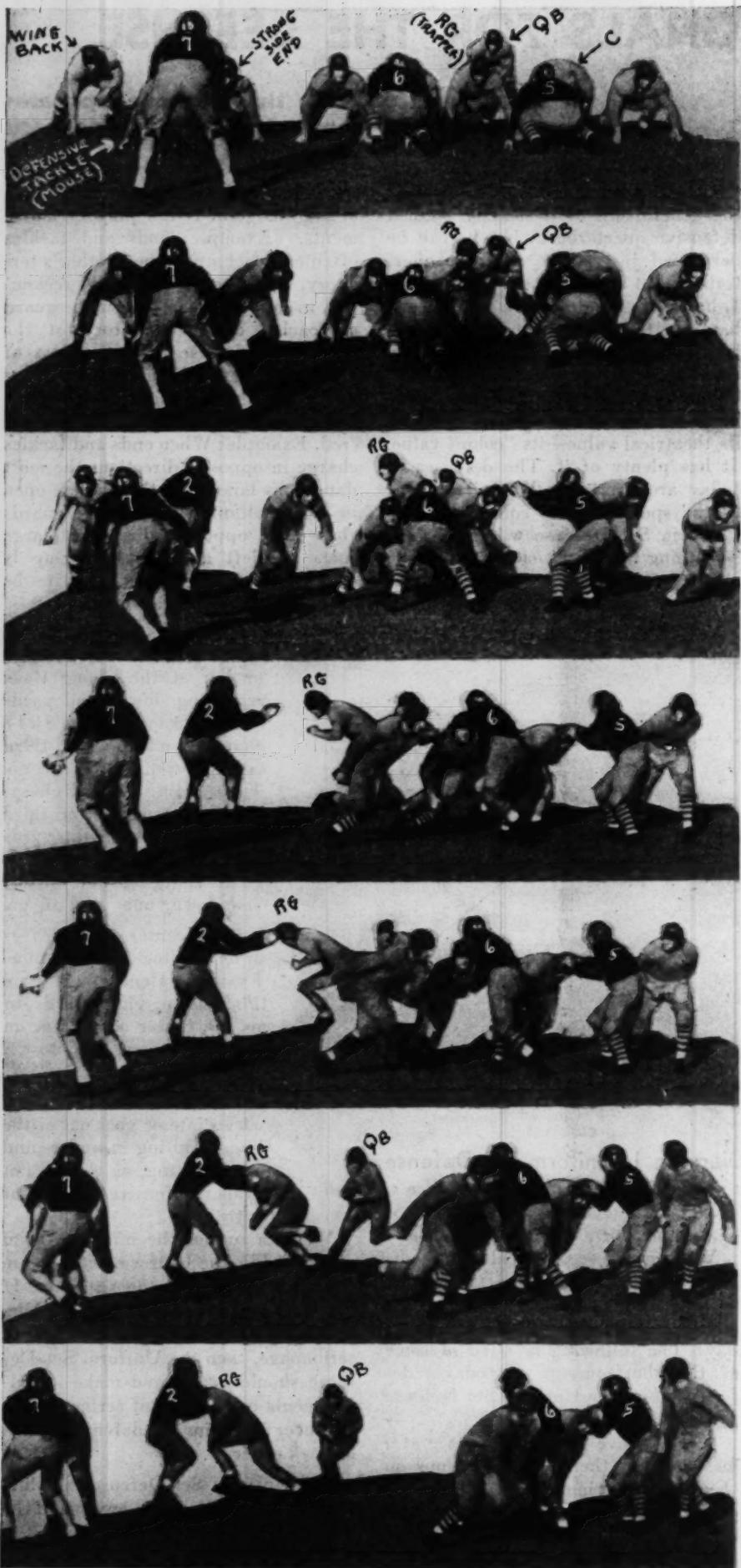
**Diagram 1. Uniform Set Defense**  
*Players in the Defensive Huddle All Face the Ball*

of the line, for a change.

What are these practical gains to be had from the use of the Uniform Set Defense, as compared with the hit-and-miss, individualistic defenses of today? The following is a list of some of the shortcomings of today's defenses which the Uniform Set Defense overcomes:

1. Defensive linemen are often at a loss to know their exact locations on the line of scrimmage in relation to each other. This results in over- and under-shifting when the defensive shift is made to meet the line or backfield shift of the offense.

2. Along the same line, defense players often encroach upon the terri-



MOVING PICTURES BY OWEN REED

COURTESY, COLUMBIA UNIVERSITY

## The Mouse Trap Works Against Rushing Tackle

In the moving pictures on the left we present the much-publicized "mouse trap" play, with all its principals: the Mouse (defensive left tackle), partially blocked out of view in the first two pictures by the backer-up, No. 7; the Trapper (offensive right guard); the Bait (the ball-carrier, QB).

The defensive tackle, No. 2, known to be of the fast-charging type, is permitted to charge across the line of scrimmage. Both the strong-side end and the wing-back ignore him, the strong-side end going for the short-side backer-up or the first man he meets; the wing-back taking the strong-side backer, No. 7.

Once across the line of scrimmage, headed for the ball-carrier, the defensive tackle is butted directly out by the first running lineman, the right guard. As performed by the Columbia University team, the blocking, or butting, is done with the forehead applied with all the force of body and leg drive behind it, the contact being made just above the defensive player's solar plexus. The neck and head must be held very rigid, and the back of the neck and back of the body should form a straight line. This affords the strongest driving force. The head should not be ducked as the contact is about to be made. To duck the head is to break the solid-line driving force and to invite injury to the neck.

If the head-on block slips into a shoulder block, the blocker should guide it so that his head slips to the more advantageous side for driving the defensive player away from the play. At Columbia, the rule for this head-slip is: Keep the head between the ball-carrier and the player you are blocking.

In the pictures, the wing-back, who is taking the defensive backer-up, No. 7, would have made a more effective block by allowing his head to slip in against the defensive player's right side. In instances of this kind, the blocker's aim should be to strike head-on and slip immediately to the proper side. But in the case of the running guard who is mouse-trapping the defensive tackle it is unnecessary to try to slide into a shoulder block.

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# REPORTS ON THE NEW FORWARD PASS RULE

**Some high schools hesitant to take advantage of the rule, quick to build defense against it**

**From Alabama**

**By Ernest L. Tucker**  
**Phillips High School**  
**Birmingham**

IMMEDIATELY after the 1933 football season, a questionnaire was sent out to all Alabama high schools and registered officials interested in the sport, requesting a vote of the coaches and officials on certain rule changes suggested to the National Federation football rules committee. One of these questions was: "Would you favor allowing a forward pass to be thrown from anywhere behind the line of scrimmage?" The one hundred Alabama high school coaches and registered officials replying fell in line with those of six other states in advocating the change by a three to one vote. The season of 1933 had been one of many tie and low score games and the general cry of the coaches and public was to open up the game. Alabama's vote at the rules committee meeting was in favor of such a change and with the votes of other Federation states the forward pass rule was changed. The Alabama High School Athletic Association, then, at its annual meeting, after quite a bit of discussion, adopted the National Federation football code in full for the season 1934.

The fact that spring football practice is prohibited under the rules of the Association prevented any experimentation with the new rule until the opening of fall practice. This fall, however, when the coaches were faced with a new code in the change from the N. C. A. A. to the National Federation rules, they began to express themselves in a very positive way for or against the switch, with the forward pass rule as the focus of their attention. The coaches expressing disapproval of the rule have been slow in accepting the opportunity of its use as a real offensive weapon. The tradition of planning offense and defense under the old "five-yard back" forward pass rule is not easily broken.

Alabama high school coaches are naturally on the alert in watching the play of other teams, and in conversation with other coaches, as to the types of offense and defense being used as a result of the new rule. Some think that the rules committee was somewhat in advance of the experience of the high school boys in introducing this pass rule. Although one of the arguments advanced for the adoption of the new rule was the safety angle, many contend that the passer needs more protection to guard against the hazards of carrying out his assignments under the new rule than he needed before, and that some definite protection should have been given him by the rules committee at the time the new "anywhere behind scrimmage line" rule was made up. Other

coaches welcomed the opportunity to open up the play and make it more attractive to the spectator in the form of new arrangements for offensive and defensive plays. Some coaches, to gain help in their plans, have been in correspondence with professional players, who have used the pass rule for some time.

The fast handling of the ball immediately behind the line of scrimmage has brought up the question of deciding whether a mishandled ball is a fumble or an incomplete forward pass. Although the rules of both the N. C. A. A. and the National Federation are the same on the interpretation, the emphasis inadvertently given the new rule by the controversy that followed its early trials, placed the blame for the close and arguable decisions on the new rule itself. The offense contends that any ball handed forward and mishandled is an incomplete forward pass and that no loss of ball or ground can result. The defense takes up the argument that it is a fumbled ball which was really fumbled by the back in first possession before it was passed forward, etc. So with such decisions being a matter of some judgment on the part of the officials some opposition to the rule has developed among them.

I find many defenses to combat the plays, ranging from a five-man line with a 2-2-1-1 backfield to a six-man line with a 3-2 backfield with the weak-side ends roving. The defenses of the 5-2-2-1-1 used is very effective against the pass, yet one must have a wealth of material to so arrange his defense. The key to this type of defense, and even greater to that of the 5-1-2-2-1 combination, seems to be the ability of the man or men backing up the line to diagnose the play and fall into line when the pass does not materialize.

The 6-3-2 combination, with a roving end, seems a fair solution to the situation. This enables the fullback to crash and the weak-side half to cover the center position

in back of him while allowing the end to cover his territory on the flat. This can also be changed to a 6-2-1-2 with halfbacks spread somewhat, in which case you can have a short back to cover the fake runs and passes. The 6-2-1 may be developed into an effective defense with alert backers-up. Of course, the defense used somewhat varies with the different teams according to the ability of the backs and line to carry out the planned details as well as the ability of the opposing team to make use of the forward pass attack. I am of the opinion that most defenses will be on the 6-3-2 type rather than of the 6-2-2-1, etc., types with the weak-side ends playing an important part. I fear, however, that defensive tackles are going to stretch the defense-holding rule in an effort to stop the breaks of the weak-side offensive ends.

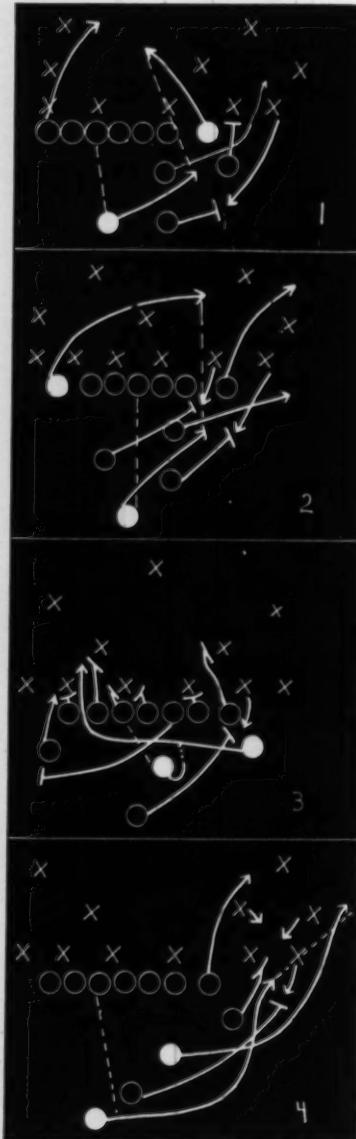
Several types of passes are being used in the new game, each with its innumerable variations. Types observed include the lob pass (Diagram 1), basketball pass (Diagram 2), hand pass (Diagram 3), and the fast pass (Diagram 4).

The lob pass will be found to be most easily made and more effective because of its ease of control and deception. The pass should be made from high above the head. The ball should rotate slowly in its flight and its carry should be the result of a good snap of the wrist as a follow through. The ball should rise from the hand and follow a course "lob like" through the air to be sure to go over any would-be defenders to

a receiver who has gone well into the air to take it.

The basketball pass is a push pass—pushing the football from the chest, like a basketball shot, with the desired arch. This pass may be made from a crouched or high position and is readily concealed.

The hand pass may be a short toss, or a pass at close proximity to the receiver in which the ball is never in the air, but is



SEEN IN ALABAMA

1. Lob pass.
2. Basketball pass.
3. Hand pass.
4. Fast pass.

taken right out of the passer's hand. This type lends itself well to further deception with spinners.

The fast pass type is a more or less running pass to a lead man. This type offers many more opportunities than the lateral pass behind the line of scrimmage, for it can be thrown forward to a teammate tearing down the field, or across the field in front, and, if incomplete, no ground is lost.

Certainly the plan of deception in the offense is the main threat of the new pass rule. A runner may pull the secondary back at any time before he reaches the line of scrimmage by a faked pass. This assures the runner of at least no loss on the average running play. The fake may also materialize which will add greatly to the offense. It seems to me that the greatest opportunities for deception ever offered in one rule are now at the disposal of all teams playing the new rule.

The lateral pass, which has not been of much use to the game so far, may come into its own with this deception and close passing. I find it almost as often used as the forward pass. In one instance the lateral pass was used three times following a forward. So it seems the pass is not only contributing to the game with its own weight, but is bringing out the latent possibilities of this other heretofore little used means of attack. The change may or may not prove to be the desired need of the game. The season's play will be the determining factor. Many of us are still doubtful.

### From Wisconsin

**By Werner A. Witte**  
Appleton High School  
and

**Percy O. Clapp**  
Milwaukee State Teachers College

WHEN the new forward pass rule was adopted, its proponents felt that it would give more protection to the boys playing the game and would also make the game more interesting to the spectators. There was to be more deception in the forward pass attack, and the defense would not be given as much of an opportunity to go in and crack down the passer. This, it was reasoned, would protect a player who has been getting a great deal of punishment in the past. From the standpoint of spectator interest, it was to produce more daring plays and more rapid changes in the course of the game through gains from passes, interceptions, and the like.

Opposed to this, were those who said that the new rule would do nothing to reduce injuries; in fact, would work to the contrary, since it would make more difficult any legislation through rules to protect the passer. Also, some said that it was just a case of imitating what the "pros" were doing and that we should not cater to spectator interest in that fashion.

The point of protection for boys has usually received primary consideration when rule changes were made. We see examples of this in looking over some of the recent trends in rule changes.

Whether or not the new pass rule has already reduced or will reduce injuries is, of course, a matter of dispute, and will not be settled until someone makes a careful and reliable study of the problem.

After the boys have been considered, I see no reason why we should not try to make the game more interesting to the spectators if something like the forward-pass rule will do it. After all, the spectators do foot the bills.

As with any innovation, the people who proposed it expected the new pass rule to work wonders along the line suggested. Its opponents thought that the changes would be too radical. Before the season opened, I could not help feeling that the changes allowed by the new pass rule would not result in any radical changes in football offense and defense.

At this writing, the season is more than half completed, and what has happened?

In general, coaches seem to have worried more about the defense against plays allowed by the pass rule than they have about delving into some of its possibilities on offense.

In the games I (W. A. W.) have officiated this fall but few advantages offered by the rule have been used. In several games not a pass was thrown other than the kind which is legal under collegiate rules. In other games, when teams did use a pass from less than five yards back, most of them seemed to be a short one just over the line and the percentage of these intercepted seemed almost to equal the percentage completed. In a few instances the plays were started as a sweeping end run, and then suddenly developed into a pass play after the defense had been upset by the deception. Thus I feel that we are merely beginning to explore the possibilities of the forward pass rule.

The sentiment of the high school coaches in this part of the country seems to be favorable toward a continuance of the rule. L. E. Means of Green Bay, temporary president of the newly organized Wisconsin High School

Coaches' Association, reports that the results of a recent questionnaire on suggested changes in the rules reveal no desire on the part of the coaches to change the new forward pass rule. Also, H. V. Porter of the Illinois High School Athletic Association, writes that statements from a number of leading coaches in that state express satisfaction with the new features of the pass rule.

As I see the possibilities of the rule, there are three distinct methods or styles of play by which its use may prove effective and be correlated into one's regular attack. They are:

1. The running of some man into the line, usually the fullback, and of his jumping and throwing a short pass to an end or wing-back.

2. The running of a play off tackle or an end sweep, either from a direct pass from center or a lateral, with the ball-carrier throwing a long pass to an end or possibly a back who has slipped behind the backfield, whose attention has been focussed on the run.

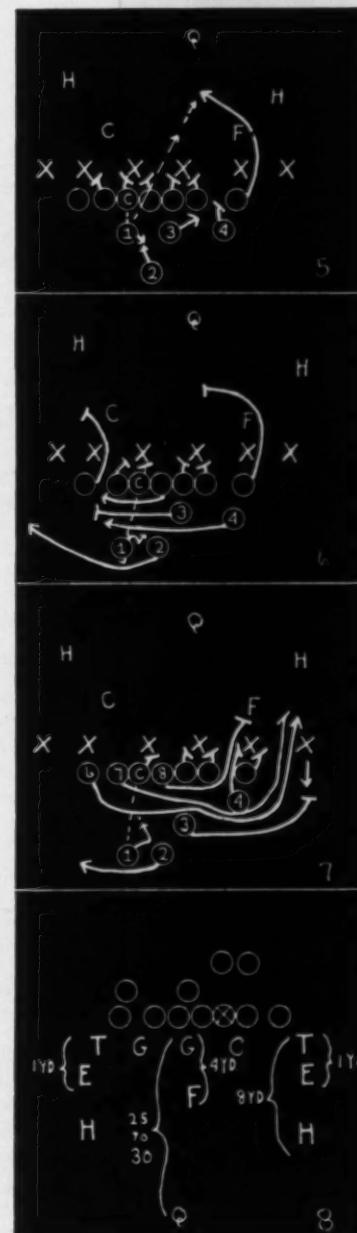
3. The use of the pass after faking a buck or spin—

(a) By a quarterback playing under center. (Diagram 5.)

(b) By a fullback in his spins, removing the necessity of a double spin and speeding up the play by using a short forward pass behind the line of scrimmage; or the faking of this pass with a short forward across the line of scrimmage.

In summarizing the advantages of the new rule on play this season, I feel that but few of the offensive opportunities opened up by the rule have been used. Coaches were timid; they worried about defending against the new attack, and neglected the attack itself! But they seem to like the rule, and as soon as

[Concluded on page 39]



SEEN IN WISCONSIN

5. With the quarterback under center, either off a single wing or T formation. Quarterback fakes to fullback into the line, and passes to an end over center—when defense uses a 2-2-1.

6. Short pass over line of scrimmage after faking spin. After half-spinning, No. 1 may hand ball ahead to 4 who goes inside or outside of tackle on the weak side (this short handing of ball forward eliminates necessity of a double spin), or No. 1, after a half-spin to No. 2, fakes to 4 and throws a short pass to the long-side end who goes behind the defensive fullback.

7. This same type of ball handling makes this type of play more effective. No. 1 half-spins to 2 who fakes to the weak side. Ball is handed forward to the weak side end, who goes inside or outside tackle on the strong side.

8. Five-man line! This is a suggestion for those who have trouble stopping the new attack with the regular 6-3-2 or 6-2-2-1 defenses.

# READ THE RULES AND WATCH THE PRACTICE

By Walter Camp

This flash-back into the early days of football recalls a picture of the game that has much charm and quaint humor for the reader of today. It is revived here with the permission of the American Sports Publishing Co. through the courtesy of John T. Doyle.

**T**HOSE who are taking up the sport for the first time should observe certain rules which will enable them to become adept players with less mistakes than perhaps would otherwise fall to their lot.

A beginner in foot ball should do two things: He should read the rules and he should, if possible, watch the practice. If the latter be impossible, he and his mates must, after having read the rules, start in and, with eleven men on a side, play according to their own interpretation of these rules. When differences of opinion arise as to the meaning of any rule, a letter addressed to some one of the players upon prominent teams will almost always elicit a ready and satisfactory answer.

The first thing to be done in starting the practice is to provide the accessories of the game, which in foot ball are of the simplest kind. The field should be marked out with ordinary lime lines, enclosing a space of 330 feet long and 160 feet wide. While not absolutely necessary, it is customary to mark the field also with transverse lines every five yards, for the benefit of the referee in determining how far the ball is advanced at every down. In the middle of the lines forming the ends of the field, the goal-posts are erected, and should be eighteen feet six inches apart, with cross-bar ten feet from the ground. The ball used is an oval leather cover containing a rubber inner, which is inflated by means of a small air pump or the lungs.

The costumes of the players form another very important feature and should be of a proper and serviceable nature. An innovation in uniforms was introduced a few years ago by Harvard in the shape of leather suits. They are expensive, but were particularly light and good for a rainy day. With the exception of one or two players, who will be mentioned later, the ordinary player should wear a canvas jacket. This can be home-made or purchased at a small expense from any athletic outfitter. It should fit closely, but not too tightly, and lace up in front so that it may be drawn quite snugly. Some have elastic pieces set in at the sides, back or arms, but these additions are by no means necessary. Jerseys with leather

patches on elbows and shoulders are also worn. The trousers should be of some stout material, fustian, for example, and well padded. This padding can be done by any seamstress, quilting in soft material over knees and thighs, or the regular athletic outfitters furnish trousers provided with the padding. Long woolen stockings are worn, and not infrequently shin guards, by men playing in the forward line.

The most important feature of the entire uniform is the shoe. This may be the ordinary canvas and leather base ball shoe with leather cross-pieces nailed across the sole to prevent slipping. Such is the most inexpensive form, but the best shoes are made entirely of leather, of moderately stout material, fitting the foot firmly, yet comfortably, lacing well up on the ankle, and the soles provided with a small leather spike which can be renewed when worn down. Inside this shoe, and either attached to the bottom of it or not, as preferred, a thin leather anklet laces tightly over the foot, and is an almost sure preventive of sprained ankles. The cap may be of almost any variety, and except in the cases of half-backs and back, does not play any very important part. These men should, however, have caps with visors to protect their eyes from the sun when catching a long kick.

Underneath the canvas jackets any woolen underwear may be put on, most players wearing knit jerseys. As mentioned above, there are two or three players who can, to advantage, go without the regulation canvas jacket and wear a jersey in its place. These are the quarter-back, and sometimes the centre-rush or snap-back, and finally the full-back, if he be a kicking full-back only, that is, one who does not attempt to do much running.

The team of eleven men is usually divided into seven rushers or forwards, who stand in a line facing their seven opponents; a quarter-back, who stands just behind this line; two half-backs, a few yards behind the quarter-back; and finally, a full-back or goal tend, who stands a

**Walter Camp wrote this "Introductory Chapter for Beginners" in the Spalding Guide of 1899**

dozen yards or so behind the half-backs.

Before commencing practice, a man should be chosen to act as referee, umpire and linesman, for in practice games it is hardly necessary to have more than one official. The two sides then toss up, and the one winning the toss has choice of goal or kick-off. If there be a wind, the winner will naturally and wisely take the goal from which that wind is blowing and allow his opponent to have the ball. If there be no advantage in the goals he may choose the kick-off, and his opponents in that case take whichever goal they like. The two teams then line up; the holders of the ball placing it upon the exact center of the field, and the opponents being obliged to stand back in their own territory at least ten yards, until the ball has been touched with the foot. The opponents then catch it and return it by a kick, or they run with it. If one of them runs with it he may be tackled by the opponents. As soon as the ball is fairly held, that is, both player and ball brought to a standstill, the referee blows his whistle and the runner has the ball "down," and someone upon his side, usually the man called the snap-back or centre-rush, must place the ball on the ground at that spot for "a scrimmage," as it is termed. The ball is then put in play again (while the men of each team keep on their own side of the ball, under the penalty of a foul for off-side

play) by the snap-back's kicking the ball or snapping it back, either with his foot, or more commonly with his hand, to a player of his own side just behind him, who is called the quarter-back. The ball is in play, and both sides may press forward as soon as the ball is put in motion by the snap-back. Naturally, however, as the quarter-back usually passes it still further behind him to a half-back, or back, to kick or run with, it is the opposing side which is most anxious to push forward, while the side having the ball endeavor by all means to retard that advance until their runner or kicker has had time to execute his play. It is this

antagonism of desire on the part of both sides that has given rise to the special legislation regarding the use of the hands, body and arms of the contestants—and beginners must carefully note the distinction. As soon as the snap-back has sent the ball behind him, he has really placed all the men in his own line off-side, that is, between the ball and the opponent's goal, and they, therefore, can, theoretical-



Walter Camp  
Yale, halfback, '76-'81



J. E. Pfeffer  
Illinois, '92-'94

ly, occupy only the position in which they stand, while the opponents have the legal right to run past them as quickly as possible. For this reason, and bearing in mind that the men "on side" have the best claim to right of way, it has been enacted that the side having possession of the ball may not use their hands or arms, but only their bodies, when thus off-side, to obstruct or interrupt their adversaries, while the side running through in the endeavor to stop the runner, or secure possession of the ball, may use their hands and arms to make passage for themselves.

The game thus progresses in a series of downs, followed by runs or kicks, as the case may be, the only limitation being that of a rule designed to prevent one side continually keeping possession of the ball without any material advance or retreat, which would be manifestly unfair to the opponents. This rule provides that in three "downs" or attempts to advance the ball, a side not having made five yards toward the opponents' goal or retreated twenty yards toward their own goal, must surrender possession of the ball. As a matter of fact, it is seldom that a team actually surrenders the ball in this way, because, after two attempts, if the prospects of completing the five-yard gain appear small, it is so manifestly politic to kick the ball as far as possible down the field, that such a method is more likely to be adopted than to make a last attempt by a run and give the enemy possession almost on the spot. In such an exigency, if a kick be made, the rules provide that it must be such a kick as to give the opponents fair and equal chance to gain possession of the ball and must go beyond the line of scrimmage unless stopped by an opponent. There is one other element entering into this progress of the game, and that is the fair catch. This can be made from a kick by the opponents, provided the catcher takes the ball on the fly, and, no other of his own side touching it, plants his heel in the ground at the spot where the catch is made. This entitles him to a free kick; that is, his opponents cannot come within ten yards of his mark, made by heeling the catch, while he and his side may retire such distance toward his own goal as he sees fit, and then make a punt or a drop, or give the ball to some one of his own side to place the ball for a place kick.

Whenever the ball goes across the side boundary line of the field, it is said to go "into touch," or out of bounds, and it must be at once brought back to the point where it crossed the line, and then put in play by some member of the side which carried it out, or first secured possession of it after it went out. The methods of putting it in play are as follows: To touch it in at right angles to the touch-line, and then kick it, or most commonly, walk into the field and make an ordinary scrimmage of it, the same as after a down. In this latter case, the player who intends walking in with it must, before stepping into the field, declare how many paces he will walk in, in order that the opponents may know where the ball will be put in play. He must walk in at least five and not more than fifteen yards. He will suppose that

the ball by a succession of these plays, runs, kicks, downs, fair catches, etc., has advanced toward one or the other of the goals, until it is within kicking distance of the goal posts. The question will now arise in the mind of the captain of the attacking side as to whether his best plan of operation will be to try a drop kick at the goal, or to continue the running attempts, in the hope of carrying the ball across the goal line, for this latter play will count his side a touch-down, and entitle them to a try-at-goal. On the other hand, upon any first down when inside the 25-yard line, if he try a drop kick and fail to score, the ball can be brought out, not for a 25-yard line kick-out, but only a 10-yard one; that is, his side can line up at 10 yards, so that the defenders of the goal are actually forced to kick out from almost within their own goal. In deciding, therefore, whether to try a drop kick or continue the running attempts, he should reflect upon this and also upon the value of the scores. The touch-down itself will count 5 points, even if he afterward fail to convert it into a goal, by sending the ball over the bar and between the posts, while, if he succeed in converting it, the touch-down and goal together count 6 points. A drop kick, if successful, counts 5 points, but is, of course, even if attempted, by no means sure of resulting successfully. He must, therefore, carefully consider all the issues at this point, and it is the handling of those problems that shows his quality as a captain. If he elects to continue his running attempts, and eventually carries the ball across the line, he secures a touch-down at the spot where the ball is finally held, after being carried over, and any player of his side may then bring it out, and when he reaches a suitable distance, place the ball for one of his side to kick, the opponents meantime standing behind their goal line. In placing the ball it is held in the hands of the placer, close to, but not touching the ground, and then carefully aimed until the direction is proper. Then, at a signal from the kicker that it is right, it is placed upon the ground, still steadied by the hand or finger of the placer, and instantly kicked by the



F. W. Hallowell  
Harvard, end, '89-'92



Frank Hinkey  
Yale, end, '91-'94



Edgar Allan Poe  
Princeton, quarterback, '89

place kicker. The reason for this keeping it off the ground until the last instant is that the opponents can charge forward as soon as the ball touches the ground, and hence would surely stop the kick if much time intervened. If the ball goes over the goal, it scores as above indicated, and the opponents then take it to the middle of the field for kick-off again, the same as at the commencement of the match. The ball is also taken to the centre of the field if the goal be missed after a touch-down, although formerly the opponents could then bring it out only to the 25-yard line.

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This succession of plays continues for 35 minutes in a regular match. Then intervenes a 10-minute intermission, after which the side which did not have the kick-off at the commencement of the match has possession of the ball for the kick-off at the second 35 minutes. The result of the match is determined by the number of points scored during the two halves, a goal from a touch-down yielding 6 points, one from the field—that is, without the aid of a touch-down—5 points; a touch-down from which no goal is kicked giving 5 points, and a safety counting 2 points for the opponents.

# READ THE RULES AND WATCH THE PRACTICE

By Walter Camp

This flash-back into the early days of football recalls a picture of the game that has much charm and quaint humor for the reader of today. It is revived here with the permission of the American Sports Publishing Co. through the courtesy of John T. Doyle.

**T**HOSE who are taking up the sport for the first time should observe certain rules which will enable them to become adept players with less mistakes than perhaps would otherwise fall to their lot.

A beginner in foot ball should do two things: He should read the rules and he should, if possible, watch the practice. If the latter be impossible, he and his mates must, after having read the rules, start in and, with eleven men on a side, play according to their own interpretation of these rules. When differences of opinion arise as to the meaning of any rule, a letter addressed to some one of the players upon prominent teams will almost always elicit a ready and satisfactory answer.

The first thing to be done in starting the practice is to provide the accessories of the game, which in foot ball are of the simplest kind. The field should be marked out with ordinary lime lines, enclosing a space of 330 feet long and 160 feet wide. While not absolutely necessary, it is customary to mark the field also with transverse lines every five yards, for the benefit of the referee in determining how far the ball is advanced at every down. In the middle of the lines forming the ends of the field, the goal-posts are erected, and should be eighteen feet six inches apart, with cross-bar ten feet from the ground. The ball used is an oval leather cover containing a rubber inner, which is inflated by means of a small air pump or the lungs.

The costumes of the players form another very important feature and should be of a proper and serviceable nature. An innovation in uniforms was introduced a few years ago by Harvard in the shape of leather suits. They are expensive, but were particularly light and good for a rainy day. With the exception of one or two players, who will be mentioned later, the ordinary player should wear a canvas jacket. This can be home-made or purchased at a small expense from any athletic outfitter. It should fit closely, but not too tightly, and lace up in front so that it may be drawn quite snugly. Some have elastic pieces set in at the sides, back or arms, but these additions are by no means necessary. Jerseys with leather

patches on elbows and shoulders are also worn. The trousers should be of some stout material, fustian, for example, and well padded. This padding can be done by any seamstress, quilting in soft material over knees and thighs, or the regular athletic outfitters furnish trousers provided with the padding. Long woolen stockings are worn, and not infrequently shin guards, by men playing in the forward line. The most important feature of the entire uniform is the shoe. This may be the ordinary canvas and leather base ball shoe with leather cross-pieces nailed across the sole to prevent slipping. Such is the most inexpensive form, but the best shoes are made entirely of leather, of moderately stout material, fitting the foot firmly, yet comfortably, lacing well up on the ankle, and the soles provided with a small leather spike which can be renewed when worn down. Inside this shoe, and either attached to the bottom of it or not, as preferred, a thin leather anklet laces tightly over the foot, and is an almost sure preventive of sprained ankles. The cap may be of almost any variety, and except in the cases of half-backs and back, does not play any very important part. These men should, however, have caps with visors to protect their eyes from the sun when catching a long kick.

Underneath the canvas jackets any woolen underwear may be put on, most players wearing knit jerseys. As mentioned above, there are two or three players who can, to advantage, go without the regulation canvas jacket and wear a jersey in its place. These are the quarter-back, and sometimes the centre-rush or snap-back, and finally the full-back, if he be a kicking full-back only, that is, one who does not attempt to do much running.

The team of eleven men is usually divided into seven rushers or forwards, who stand in a line facing their seven opponents; a quarter-back, who stands just behind this line; two half-backs, a few yards behind the quarter-back; and finally, a full-back or goal tend, who stands a

dozen yards or so behind the half-backs.

Before commencing practice, a man should be chosen to act as referee, umpire and linesman, for in practice games it is hardly necessary to have more than one official. The two sides then toss up, and the one winning the toss has choice of goal or kick-off. If there be a wind, the winner will naturally and wisely take the goal from which that wind is blowing and allow his opponent to have the ball. If there be no advantage in the goals he may choose the kick-off, and his opponents in that case take whichever goal they like. The two teams then line up; the holders of the ball placing it upon the exact center of the field, and the opponents being obliged to stand back in their own territory at least ten yards, until the ball has been touched with the foot. The opponents then catch it and return it by a kick, or they run with it. If one of them runs with it he may be tackled by the opponents. As soon as the ball is fairly held, that is, both player and ball brought to a standstill, the referee blows his whistle and the runner has the ball "down," and someone upon his side, usually the man called the snap-back or centre-rush, must place the ball on the ground at that spot for "a scrimmage," as it is termed. The ball is then put in play again (while the men of each team keep on their own side of the ball, under the penalty of a foul for off-side play) by the snapback's kicking the ball or snapping it back, either with his foot, or more commonly with his hand, to a player of his own side just behind him, who is called the quarter-back. The ball is in play, and both sides may press forward as soon as the ball is put in motion by the snap-back. Naturally, however, as the quarter-back usually passes it still further behind him to a half-back, or back, to kick or run with, it is the opposing side which is most anxious to push forward, while the side having the ball endeavor by all means to retard that advance until their runner or kicker has had time to execute his play.

It is this antagonism of desire on the part of both sides that has given rise to the special legislation regarding the use of the hands, body and arms of the contestants—and beginners must carefully note the distinction. As soon as the snap-back has sent the ball behind him, he has really placed all the men in his own line off-side, that is, between the ball and the opponent's goal, and they, therefore, can, theoretical-



Walter Camp  
Yale, halfback, '76-'81



J. E. Pfeffer  
Illinois, '92-'94

ly, occupy only the position in which they stand, while the opponents have the legal right to run past them as quickly as possible. For this reason, and bearing in mind that the men "on side" have the best claim to right of way, it has been enacted that the side having possession of the ball may not use their hands or arms, but only their bodies, when thus off-side, to obstruct or interrupt their adversaries, while the side running through in the endeavor to stop the runner, or secure possession of the ball, may use their hands and arms to make passage for themselves.

The game thus progresses in a series of downs, followed by runs or kicks, as the case may be, the only limitation being that of a rule designed to prevent one side continually keeping possession of the ball without any material advance or retreat, which would be manifestly unfair to the opponents. This rule provides that in three "downs" or attempts to advance the ball, a side not having made five yards toward the opponents' goal or retreated twenty yards toward their own goal, must surrender possession of the ball. As a matter of fact, it is seldom that a team actually surrenders the ball in this way, because, after two attempts, if the prospects of completing the five-yard gain appear small, it is so manifestly politic to kick the ball as far as possible down the field, that such a method is more likely to be adopted than to make a last attempt by a run and give the enemy possession almost on the spot. In such an exigency, if a kick be made, the rules provide that it must be such a kick as to give the opponents fair and equal chance to gain possession of the ball and must go beyond the line of scrimmage unless stopped by an opponent. There is one other element entering into this progress of the game, and that is the fair catch. This can be made from a kick by the opponents, provided the catcher takes the ball on the fly, and, no other of his own side touching it, plants his heel in the ground at the spot where the catch is made. This entitles him to a free kick; that is, his opponents cannot come within ten yards of his mark, made by heeling the catch, while he and his side may retire such distance toward his own goal as he sees fit, and then make a punt or a drop, or give the ball to some one of his own side to place the ball for a place kick.

Whenever the ball goes across the side boundary line of the field, it is said to go "into touch," or out of bounds, and it must be at once brought back to the point where it crossed the line, and then put in play by some member of the side which carried it out, or first secured possession of it after it went out. The methods of putting it in play are as follows: To touch it in at right angles to the touch-line, and then kick it, or most commonly, walk into the field and make an ordinary scrimmage of it, the same as after a down. In this latter case, the player who intends walking in with it must, before stepping into the field, declare how many paces he will walk in, in order that the opponents may know where the ball will be put in play. He must walk in at least five and not more than fifteen yards. He will suppose that

the ball by a succession of these plays, runs, kicks, downs, fair catches, etc., has advanced toward one or the other of the goals, until it is within kicking distance of the goal posts. The question will now arise in the mind of the captain of the attacking side as to whether his best plan of operation will be to try a drop kick at the goal, or to continue the running attempts, in the hope of carrying the ball across the goal line, for this latter play will count his side a touch-down, and entitle them to a try-at-goal. On the other hand, upon any first down when inside the 25-yard line, if he try a drop kick and fail to score, the ball can be brought out, not for a 25-yard line kick-out, but only a 10-yard one; that is, his side can line up at 10 yards, so that the defenders of the goal are actually forced to kick out from almost within their own goal. In deciding, therefore, whether to try a drop kick or continue the running attempts, he should reflect upon this and also upon the value of the scores. The touch-down itself will count 5 points, even if he afterward fail to convert it into a goal, by sending the ball over the bar and between the posts, while, if he succeed in converting it, the touch-down and goal together count 6 points. A drop kick, if successful, counts 5 points, but is, of course, even if attempted, by no means sure of resulting successfully. He must, therefore, carefully consider all the issues at this point, and it is the handling of those problems that shows his quality as a captain. If he elects to continue his running attempts, and eventually carries the ball across the line, he secures a touch-down at the spot where the ball is finally held, after being carried over, and any player of his side may then bring it out, and when he reaches a suitable distance, place the ball for one of his side to kick, the opponents meantime standing behind their goal line. In placing the ball it is held in the hands of the placer, close to, but not touching the ground, and then carefully aimed until the direction is proper. Then, at a signal from the kicker that it is right, it is placed upon the ground, still steadied by the hand or finger of the placer, and instantly kicked by the



F. W. Hallowell  
Harvard, end, '89-'92



Frank Hinkey  
Yale, end, '91-'94



Edgar Allan Poe  
Princeton, quarterback, '89

place kicker. The reason for this keeping it off the ground until the last instant is that the opponents can charge forward as soon as the ball touches the ground, and hence would surely stop the kick if much time intervened. If the ball goes over the goal, it scores as above indicated, and the opponents then take it to the middle of the field for kick-off again, the same as at the commencement of the match. The ball is also taken to the centre of the field if the goal be missed after a touch-down, although formerly the opponents could then bring it out only to the 25-yard line.

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Figure 1. Two-man Offense  
Pass-cut-return of pass

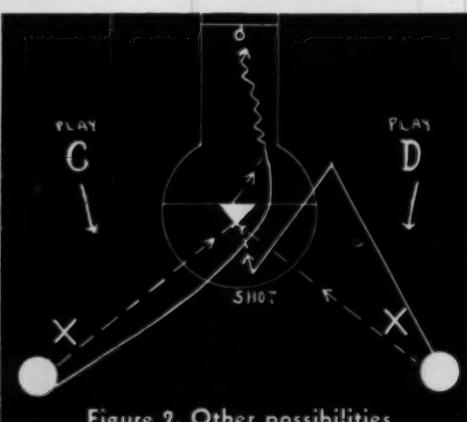


Figure 2. Other possibilities  
of Pass-cut-return of pass

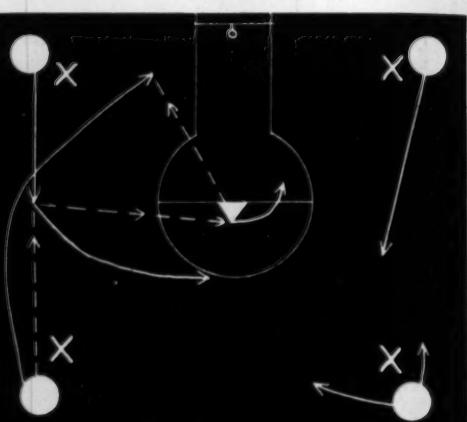


Figure 3. Simple three-man offense  
Going behind receiver

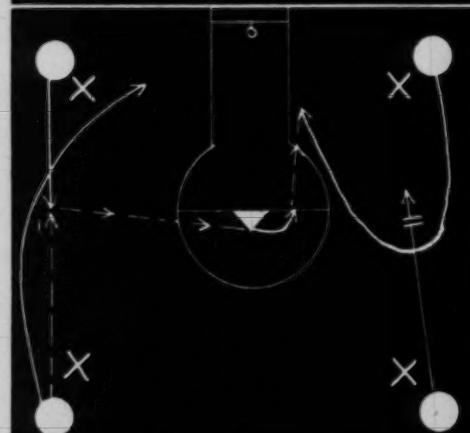


Figure 4. Same as Figure 3, with screen  
for player on opposite side

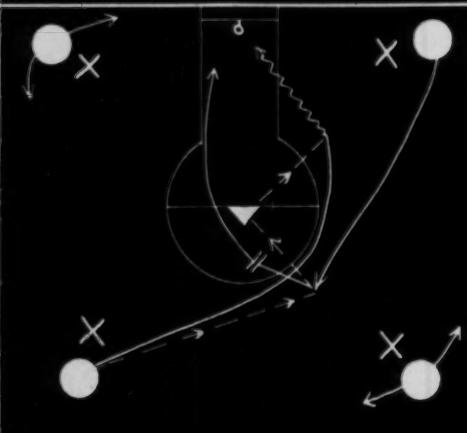


Figure 5. Three-man offense, going behind  
receiver—guard and opposite forward

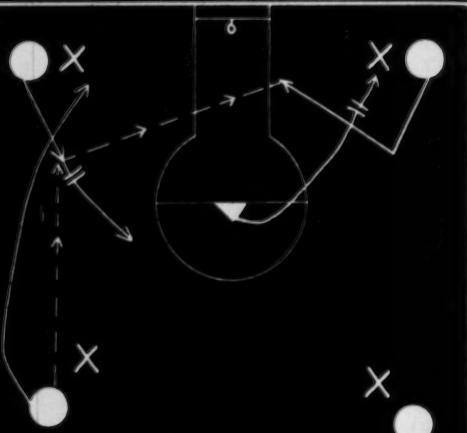


Figure 6. Man behind receiver. Three men  
handling ball, with pivot man pulling out



Figure 7. Four-man offense, going behind  
receiver—one guard and both forwards

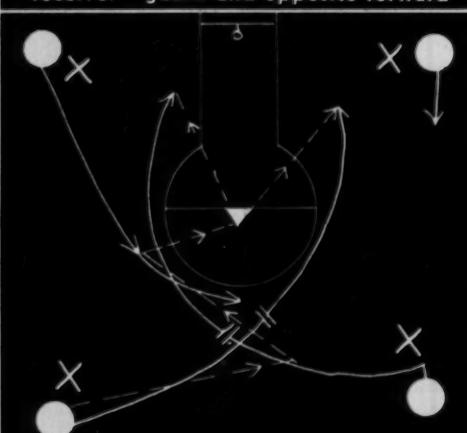


Figure 8. Four-man offense, going behind  
receiver—both guards and one forward

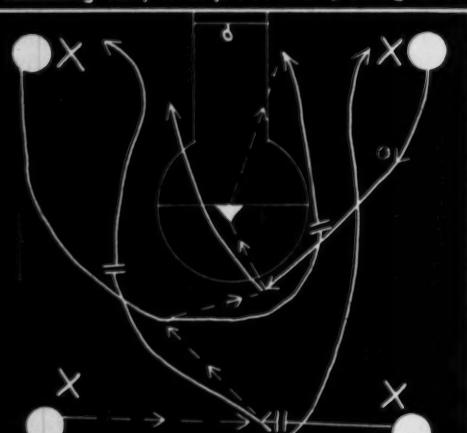


Figure 9. Five men handling the ball

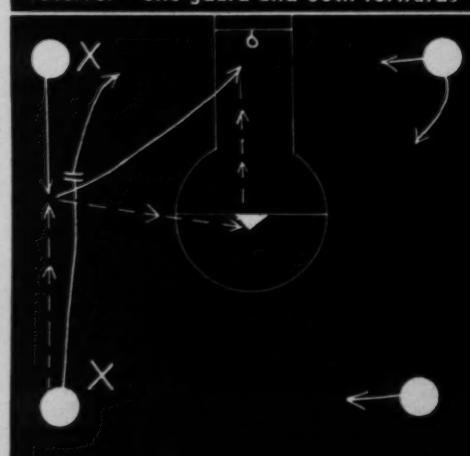


Figure 10. Going in front of receiver  
Three men handling the ball

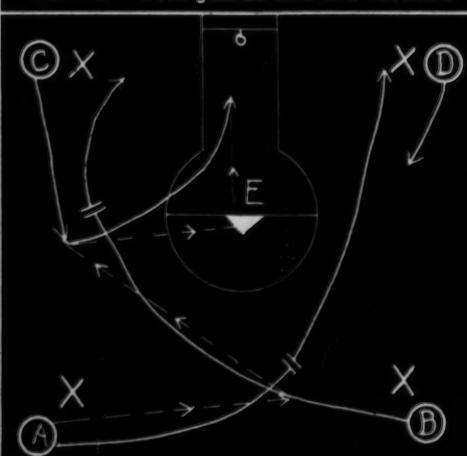


Figure 11. Going in front of receiver  
Four men handling the ball

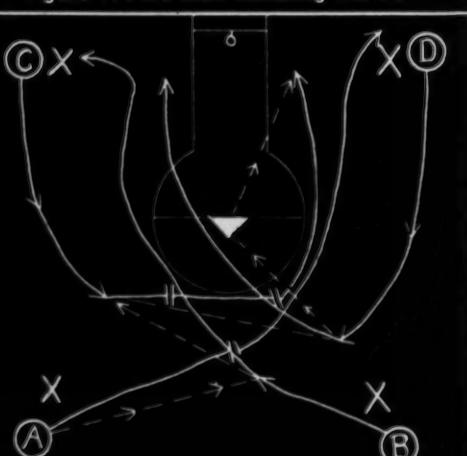


Figure 12. Going in front of receiver  
Five men handling the ball

# THIS PIVOT-POST ATTACK

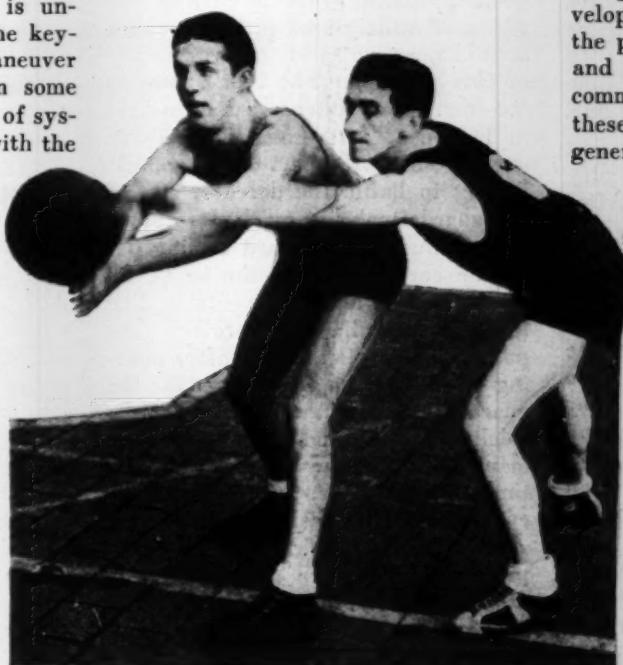
By William R. Wood

Mr. Wood, basketball coach at Wakefield, Mich., High School, wrote "A Plan for Coaching Basketball" in the November, 1932, Scholastic Coach.

**W**HILE it is perhaps no longer the dominant maneuver that it was for so many high school teams two or three years ago, the pivot-post play still remains the most widely used offensive maneuver in high school basketball. It is undoubtedly on its way out as the keystone of the attack, but the maneuver itself will probably remain in some minor capacity in the majority of systems. We are here concerned with the play as it has developed in recent years into the very life-force of so many offensives.

Five years ago the pivot play as the base of the attack was relatively unknown in high school basketball. The play, in some embryonic form, has been in basketball since the earliest days of the game. Almost since the beginning of the game it has been customary for one of the tallest men on the team to play in the basket area when on offense. The ability of this man to get open for a pass and close-in shot, plus his ability to do follow-up work for everybody else, usually accounted for the success or failure of his team. From professional basketball came the idea of placing this man on the free-throw line with his back to the basket where, if he was big enough, as "Dutch" Dehnert of the New York Celtics\* certainly was, he could always be found open to receive a pass. With the ball in his possession on the free-throw line he had his choice of three scoring opportunities. He might pivot to the right and drive under the basket for a close-in shot; he might pivot to the left for the same thing; or, he might turn and shoot from the position that he was in at the time he received the pass. This last was usually a one-hand push shot which could be easily protected from a guard. Occa-

sionally a player was found who could use a hook-shot back over his head fairly accurately from this position. If the man guarding the pivot-player moved around to the side or in front of him in order to intercept a pass, the pivot-player could reverse suddenly to receive a high, looping pass or throw for the basket that was intended to fall just short of the backboard so that



he might convert it into a "pot" shot. The guard was in hot water until he learned that it was very unusual to find a pivot-player who could do all of these things. Over ninety percent could do only one of the things well, which made them much more easy to stop after an unsuccessful trial or two. The guard learned that right-handed players invariably pivoted to the left and that left-handed players invariably pivoted to the right. He learned that only about one percent of them could shoot with any degree of accuracy from the free-throw line if hurried a little bit. Had the pivot-player been smart enough to take up his position at about the intersection of the free-throw lane and circle, it would have been almost impossible to have kept him from scoring with his one-hand push shot every time the ball came into his possession. It will be noticed in high school basketball that in a majority of cases the pivot-man is not the high scorer of the team. In the average game he seldom scores

**The maneuver is still widely used despite the beating it has taken**

more than two or three baskets. He is a constant scoring threat, yet his greatest value to his team is his passing, screening, and handling of the ball.

The waning popularity of the pivot play as the basis of the attack is explained by its tendency to confine the offensive action to an uninteresting sameness, which is undesirable from the spectators' point of view as well as the players'; and its tendency to develop roughness among the players at the pivot point, both the pivot player and those guarding him. The rules committee has taken steps to curb these tactics by introducing the now generally observed three-second rule, and, if necessary, the committee will undoubtedly take further steps to clear up the foul play. Basketball is a progressive science. The pivot play is simply a stage in its development. It will be replaced by something that will function more smoothly against a defense that is learning to stop it. Offense always develops in advance of the defense. There is no point in building up a defense to stop something that does not exist. While the pivot play is still being used so widely, although it is under fire, it would be well to make a careful study of its possibilities and limitations.

The main thought now in the minds of the players who use the pivot play is, of course, to get the ball in to the man on the line and then by clever footwork to get open on a cut for the basket; or by screening to get a teammate open to receive a return pass for a close-in shot. In general, the four teammates of the pivot man pass the ball across the court and around the outside of the defense in an attempt to draw an opponent out of defensive position so that a quick pass to the pivotman and a sharp cut past him for a return pass will leave the passer open for an easy lay-in shot under the basket.

## Figures 1 and 2 (opposite page)

In this two-man offensive there are four possibilities for the original passer to get open on his cut for the basket to receive a return pass. These are diagrammed in Figures 1 and 2 on the opposite page. Plays A and

\*The New York Celtics, from 1920 to 1930 under Nat Holman, are credited with having popularized the pivot-post style of attack in which practically every play got its motivation from the center, for many years "Dutch" Dehnert, who would stand, bend, pivot and stretch from a set position on the free-throw line, to receive passes, to make passes, and to shoot, at the same time he was warding off the aggressive defensive tactics of his guard.

C indicate the possibility of cutting either to the right or left of the pivot-man after getting a stride ahead of the opponent drawn out of defensive position before or just after the pass was made to the man on the line. Plays B and D indicate the possibilities of eluding an opponent who is difficult to get ahead of on a straight cut for the basket. If the opponent plays very close, B should be effective. If he plays very loose, D will allow plenty of shots from the free-throw circle. Both B and D require clever footwork that results only from long persistent practice. The pass, cut, and return of pass is certainly the oldest play in basketball and with two clever men working together it will always be effective in the average ball game for a few scores. It works better with the area under the basket open than it does with a man playing on the line.

When the pivot-post attack was first introduced this simple one-two play was about the only one used. After the defense became clever enough to stop it, the offense began to develop a much more complicated system of screenings, feints, and cuts.

For the sake of simplicity, these systems may be reduced to the two fundamental theories upon which they are based: that of the passer going behind the man he passes to; and, that of the passer going in front of the man he passes to. Of necessity, basketball offense in either its simplest or most complicated form can be only one or the other of these two things. No matter how clever or intricate the offensive system may be, it is based on one of these two fundamental theories or is some combination of them. It is sometimes difficult to convince high school players of the soundness of this, but patience and the trial and error method will usually suffice to put the point across if they persist in trying to run over, under, or through a man. It is possible, of course, for players to pass the ball and stand still but that is "offensive" basketball

in quite a different sense of the word.

### Figure 3 (page 16)

The oldest and perhaps most generally used offensive system is that of going behind the receiver. I am yet haunted by memories of long hours of practice at college in racing up and down the gym floor passing to a teammate and running behind him to receive a pass from a third teammate who ran around behind me to receive another pass from my first teammate. And, oh, the trouble and confusion resulting when we attempted to put the ball in play from the end of the line rather than from the middle! It is perfectly natural that the earliest and still most widely used plays centering around the pivot-post involve the use of this principle. The best known is the three-man offense, diagrammed in Figure 3. After some preliminary movements on the part of the guards hoping to baffle the defense, one of the guards makes a quick pass down the sideline to a forward coming out of the corner to meet the ball, and then breaks by him on the outside. The forward immediately shovels a low pass to the pivotman, and, after pausing briefly to act as a screen for the guard cutting into the basket down the sideline, goes around behind the pivotman. The pivotman passes at once to the original passer, the guard who is cutting into the basket, for a lay-in shot. The next logical move for the pivotman is to turn away from the direction of the pass in order to be in position for following up on the opposite side of the basket to that on which the shot is being taken. If the original passer's opponent has not been effectively cut off by the forward, the pivotman has the option of trying for a goal himself, of returning the pass to the forward for a set shot from the free-throw circle, or of passing back safely to one of his other two teammates. Before the defensive guard and forward learned to exchange players on this play, it was used consistently with devastating effect. It is widely used still as the basic play from the pivot-post set-up, its success being directly proportionate to its simplicity.

### Figure 4

A more recent development of this maneuver has been an intentional screening play on the opposite side of the floor to that in which the

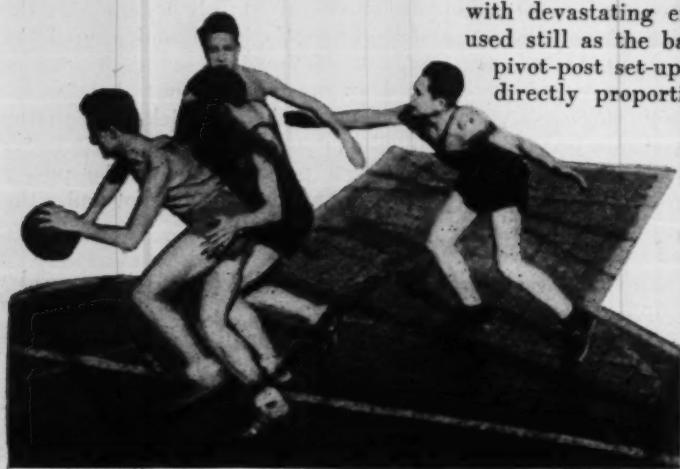
ball is travelling. The screening may be by the forward for the guard or the reverse. In either case, the screen is set up between the defensive player and the basket. The offensive player thus freed dashes around the outside of the screen for a pass from the pivotman. For players who can master the timing of these various assignments the play will be found very effective. The difficulty in perfecting the play, however, lies just there. Unless it is used as a set play with a definite signal, the players usually find themselves unable to break into action harmoniously. In Figure 4 the possibility of the screen for the corner man is diagrammed. This works best when the guard simply backs down the floor until the screen is set up. When the forward sets up a screen for the guard it is necessary to arrange it as near mid-court as possible so that the guard can reverse and cut down the sideline.

### Figure 5

Another possibility involving three men in the handling of the ball is shown in Figure 5. A guard bounces a pass to a forward diagonally opposite who is breaking out of his corner at top speed. Upon receiving the ball the forward immediately shovels a low one-hand pass to the pivotman and continues without stopping on his cut for the basket. The original passer cuts behind the forward to whom he passed so closely that a very effective screen is set up. With two fast players working together on the offense it is very difficult for the defense to check rapidly enough to stop the play. Very often both offensive players are open to receive a return pass from the pivotman. Naturally the play is not effective if the defensive men opposing the guards are playing loose or if the forward not involved in handling the ball fails to keep his opponent parked over in the corner out of the way.

### Figure 6

One of the best plays using three ball-handlers going behind the receiver is shown in Figure 6. As in Figure 4, a guard passes to a forward who is breaking up the sideline to meet the ball and then cuts behind the receiver for the basket. As the ball leaves the hands of the guard, the pivotman swings away from the line in an arc for the purpose of setting up a screen for the forward on the opposite side to that down which the ball is traveling. If the timing is successful the forward thus freed has a clear field on his dash to the basket to take a pass from the forward receiving the original pass.





**Figure 7 (page 16)**

The use of four men in handling the ball presents a picture similar to that of the three-man offense, as can be seen in Figure 7. This depicts the ancient criss-cross or scissors play of the forwards with the guard cutting down the sideline. The guard passes down the sideline to a forward on the same side of the floor who is breaking to meet the pass and then cuts in behind the receiver for the basket. The opposite forward starting at the same time pulls across in front of the free-throw circle to receive pass number two on the play and makes a short, quick pass to the pivotman and continues without change of pace on his drive for the basket. The first receiver follows the pass, goes behind the forward to whom he passes, and continues his cut for the basket. The choices for the pivotman are obvious. It is the tendency of most players on this set-up to crowd too closely to the pivotman, thus making it difficult to return a pass to any of the players open under the basket. The left forward should receive pass number two in front of the free-throw circle and to the left of the man on the line, although the screen set up by the forwards criss-crossing will be slightly to the right of him. The guard who is the original passer should cut into the corner rather than under the basket, if he is playing against a good checking defense, as this will clear a space on the right side of the basket for the left forward on his cut. In case the guard has gone under the basket without receiving a return pass and the left forward is coming in toward him clear of the defense, the guard should reverse, go into the corner, and then up the sideline where he will be in a position for a set shot. It is important that he reverse to the outside and go into the corner before going up the floor.

**Figure 8**

Another situation involving four handlers of the ball passing and going behind the receiver is shown in Figure 8. In this play the guards criss-cross before passing in to one of the forwards, who in turn passes at once to the pivotman. A double screen is set up so that both guards may be open on their drive to the basket. The man on the line has a three-way choice in passing. If the two guards pass closely enough to one another after handling the ball,

and if the guard and forward do likewise, the defense will find it almost impossible to cover all three players even with rapid checking. Providing the offensive players do not crowd too near the pivotman at least one of the three should always be open for a good shot.

**Figure 9**

The use of five men in handling the ball is probably the most recent development of the single pivot-post attack in high school basketball. The idea may be worked out in a set play as in Figure 9, or the four men other than the pivotman may continue to pass, cut behind the receiver on a break for the basket, and return up the side of the floor to receive a pass until the defense is so confused that it is a simple matter to hook the ball to the pivotman for a return pass and shot on a one-two play. The use of this "revolving" maneuver constitutes a very successful stall even in a restricted area. The defense must check, and in checking it is next to impossible for all five players to stick closely enough to their opponents, who are constantly on the move, to get an interception or a held ball. If the five defensive men follow their opponents closely without checking, they are soon entangled with one another and easy victims to a pivot, screening, and return-pass play. A shifting zone defense is best against this attack but a shifting zone cannot be used to break up a stall since the man with the ball can always pivot and pass to the man going behind him.

The use of the principle of going ahead of the man who receives the pass is not as widespread as is the use of the system of going behind the receiver. The most

noted exponent of the "man ahead of the ball" offense is Dr. H. C. Carlson of the University of Pittsburgh, who makes use of it in his famous "Figure 8 continuity" offense. Coach Meanwell of the University of Wisconsin was one of the first to experiment with the theory in relation to a single pivot-post attack. The elementary principle was used quite early in the history of basketball and has probably been responsible for the scoring of half of all the field goals that have ever been made on the basketball court. It is simply passing to a man ahead of you and receiving a return pass on a direct cut for the basket.

**Figure 10**

Figure 10 illustrates the use of the principle with three men handling the ball. A guard passes down the sideline to a forward breaking to meet the ball. The guard follows the ball by running close to the forward and setting up a screen on the inside. The forward fakes a pivot toward the sideline in order to keep his opponent busy until it is too late to avoid the trap, then passes to the pivot man and cuts fast for the basket to receive a return pass for an easy shot. The farther the defense can be pulled away from the basket the easier it is to execute the play.

**Figure 11**

In Figure 11 there are four ball-handlers, each one going in front of the man to whom he passes. A passes to B, breaking to meet the ball, then cuts in front to act as a temporary screen before continuing on his cut into the corner to set up a screen for D. If B's guard is caught in the front trap, the play is from B to E, or B to D for a quick return pass and shot. Ordinarily B, after receiving the pass from A, fakes a return then passes to C coming out of the corner. From this point the execution is the same as in Figure 9 with [Concluded on page 29]



# OXYGEN INHALATION AND ATHLETICS

By Peter V. Karpovich, M. D.

**V**ARIOUS legends have been created in regard to a magical power of oxygen. Many popular magazines and newspapers refer to oxygen as a tonic for athletes which "peps them up." The success of the Japanese Olympic swimming team was also attributed to the effect of a preliminary oxygen inhalation. The writer even heard a story about a hypodermic injection of oxygen used on one of the outstanding American track runners! Some of these legends may appear reasonable until one carefully analyzes them; some, like the story about the injection, are obviously nonsensical.

Unfortunately, these legends, due to their dramatic color, cling to the minds of the people, and it is difficult to dislodge them. About thirty years ago a number of experiments were conducted in England with a purpose of finding the effect of oxygen breathing upon the vital functions of the human body. Among the other things, Drs. L. Hill and M. Flack found that breathing of oxygen had a definite effect on physical performance. Oxygen taken, for instance, for three minutes immediately before stair-climbing, noticeably increased the speed of the climbing and also alleviated the symptoms of fatigue which followed this exercise. They also found that oxygen breathing reduced the time necessary for complete recovery after strenuous exercise. They administered oxygen between the rounds of the boxing and thought that it helped the boxers. The same investigators noticed that oxygen taken on the track increased the speed of the runners. After a preliminary oxygen inhalation the ordinary breathing was suspended for a considerable time: One man was able to run 470 yards holding his breath. At the end of this distance he ran unsteadily and when he was stopped he appeared to be in a semiconscious state.

L. Hill and M. Flack thought that the effect of the oxygen inhalation may last for fifteen minutes after breathing. The only proof that they were able to give was a statement of

**Improved performance results when oxygen is inhaled immediately before the race**

a bicyclist that it was easier to climb a hill even fifteen minutes after oxygen inhalation than without the oxygen. About fifteen years ago Henry Briggs found that breathing pure oxygen was more helpful for untrained athletes than for trained.

The use of oxygen by the Japanese swimmers again aroused the interest of the general public to the possibilities of the oxygen administration during athletic competitions. The present writer has on many occasions been



Taking oxygen for the tests at Springfield

asked about this. To verify and clarify some previous findings he recently undertook a series of experiments with oxygen. The results were published last May.\*

The experiments were performed on swimmers in the Springfield College swimming pool, and were supplemented by some special tests in the laboratory.

*Breathing oxygen at the start.* Oxygen breathing at the start with a subsequent breath-holding while swimming enabled the men to lower their records. Table 1 clearly illustrates this statement. This effect does not represent anything startling and can be easily explained.

Ordinarily a swimmer makes frequent respirations, usually once every

\*Karpovich, P. V. "The Effect of Oxygen Inhalation on Swimming Performance." *The Research Quarterly*, Vol. V, May 1934, p. 24.

swimming cycle. During inhalation the abdominal muscles relax somewhat so that the diaphragm can descend into the abdominal cavity. The chest also loses its rigidity to allow an expansion of the lungs. During exhalation the process is reversed. The fact that the chest and the abdomen become unstable leads to a decrease in the power of the arms and legs. Track coaches have recognized this long ago and that is why they advocate not breathing in a sixty-yard dash and reducing respiration in one hundred yard dash to not more than one. What is true on the track is also true in swimming. Coach T. K. Cureton of Springfield College demonstrated that a suspension of the respiratory movements in short-distance swimming also increases the speed of swimming.

Before short-distance races athletes are advised to breathe deeply. This is done of course for the purpose of ventilating the lungs, increasing the oxygen content of the lungs, and decreasing the carbon dioxide content. The practice of suspension respirations in a long distance is harmful. A long-distance runner depends on the amount of oxygen that he can inhale while running. Any decrease in this supply will decrease the speed and even will make running impossible.

After breathing oxygen the swimmers were able to suspend the respiratory movements for a considerable distance and thus increase the power of the stroke. There is another advantage in breathing oxygen. On some occasions swimmers were able to hold the breath without any oxygen inhalation just as long as some swimmers with oxygen, yet their swimming time did not show any striking improvement. The presence of an extra amount of oxygen makes breath-holding easy, and swimmers do not strain themselves as after ordinary breathing; therefore less energy is used on breath-holding and more can be utilized for swimming. A greater quantity of oxygen available in the organism may also account for a greater production of

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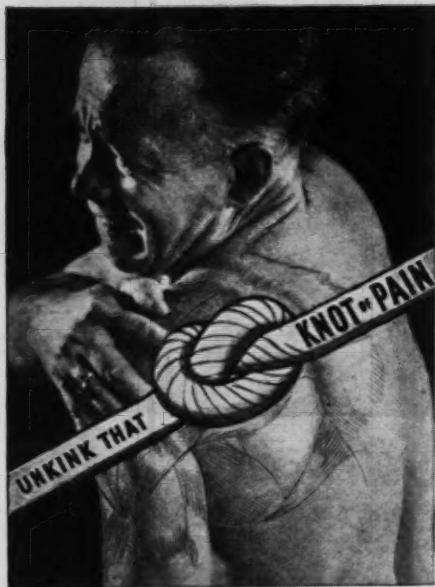
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power. Dr. A. V. Hill once suggested building a covered track, which could be filled with pure oxygen. This track could be used for breaking all existing records. Unfortunately this experiment is rather an expensive one, and so far it has not been tried in practice.

*Oxygen given several minutes before the race.* The marked effect of oxygen breathing was found only in the use of oxygen just before the start. When the time interval between the inhalation of oxygen and the start has been lengthened the results became irregular and even contradictory. A five minute interval eradicates all effects of a preliminary oxygen inhalation. This should be borne in mind when trying to explain the victory of the Japanese swimmers during the last Olympic games.

Some laboratory tests were undertaken to find the exact length of time during which the effect of the oxygen is still noticeable. It was found that one minute was about the limit. After two minutes the results became indefinite, and after three minutes no beneficial effect could be discovered. These findings showed clearly that L. Hill and M. Flack were erring when they stated that the beneficial effect of oxygen inhalation may last as long as fifteen minutes.

*The use of oxygen in competition.* Administration of oxygen in competition offers some practical difficulties. First of all the environment is not conducive to a careful and well controlled experiment. The contestants are excited and easily forget the things that they are supposed to do. The experimentation has to fit the contest and cannot in any way interfere with the order of the events. The assistants are apt to become too interested in the contest itself and be distracted from

the routine of the experiment. These factors make the result obtained during a competition less reliable than those outside of a contest. Only in a few cases was the writer absolutely sure that all conditions of the experiment were fulfilled. When swimmers started with lungs full of oxygen it was noticeable in their performance.

*The effect of oxygen on recovery.* It should be mentioned that many swimmers volunteered an unsolicited statement that they felt less tired after a swim with a preliminary oxygen breathing. The typical tightening of the muscles of the legs and arms and the stiffening of the jaws was either absent or less obvious. Contrary to expectation oxygen breathing during the process of recovery after fatigue did not produce any noticeable effect.

*Should oxygen be used in competition?* Some coaches called oxygen a "dope." This is an unwarranted expression, because the pharmacological effect of oxygen consists in facilitating the normal process of oxidation. The administration of pure oxygen is harmless, and diluted oxygen can be given even to sick people for a long period of time. There is also nothing unethical in the use of oxygen, since it is not a dope. Probably the only objection to the use of oxygen in competition is that it will tend to over-emphasize this incidental measure and minimize the value of a long and rational training. It seems that the preliminary use of oxygen in competition is of no particular value. If given too long before the start it has no effect. If given at the start it will complicate the comparison of the natural and "oxygen" races. Similar complication arose in track athletics several years ago when sprinters took up the use of starting blocks to assist them in getting off the mark.

TABLE I  
THE SPEED IN SWIMMING IMMEDIATELY AFTER TAKING OXYGEN

Name	Stroke	Usual time in sec.	Best time in sec.	Oxygen time in sec.	Distance swum without breath.
*1 Br.	Crawl	61.0	59.0	59.3	185 ft.
2 De.	.....	60.0	58.0	57.7	185 "
*3 Ja.	.....	57.2	57.0	57.2	120 "
*4 Si.	.....	58.6	58.0	58.6	185 "
5 Li.	Breast	72.0	70.8	69.3	120 "
6 Ko.	Crawl	58.0	57.5	56.3	100 "
*7 Sc.	Back	71.0	70.0	71.1	20 "
8 Ho.	Crawl	55.0	53.8	53.1	100 "
9 Su.	Back	68.2	67.8	65.8	105 "
10 So.	Crawl	65.0	63.0	62.8	180 "
*11 Lo.	Breast	83.0	81.0	83.0	105 "
*12 Wu.	.....	73.2	71.5	72.6	160 "
13 Gr.	Crawl	70.0	68.6	68.3	90 "
14 Pa.	.....	59.0	58.8	58.4	120 "
15 Ha.	.....	72.0	70.0	68.0	190 "
16 Pr.	.....	61.0	60.0	59.0	100 "
17 We.	.....	58.0	56.8	56.2	95 "

\* Did not follow the instructions, exhaled the oxygen before hitting water.

† No account.

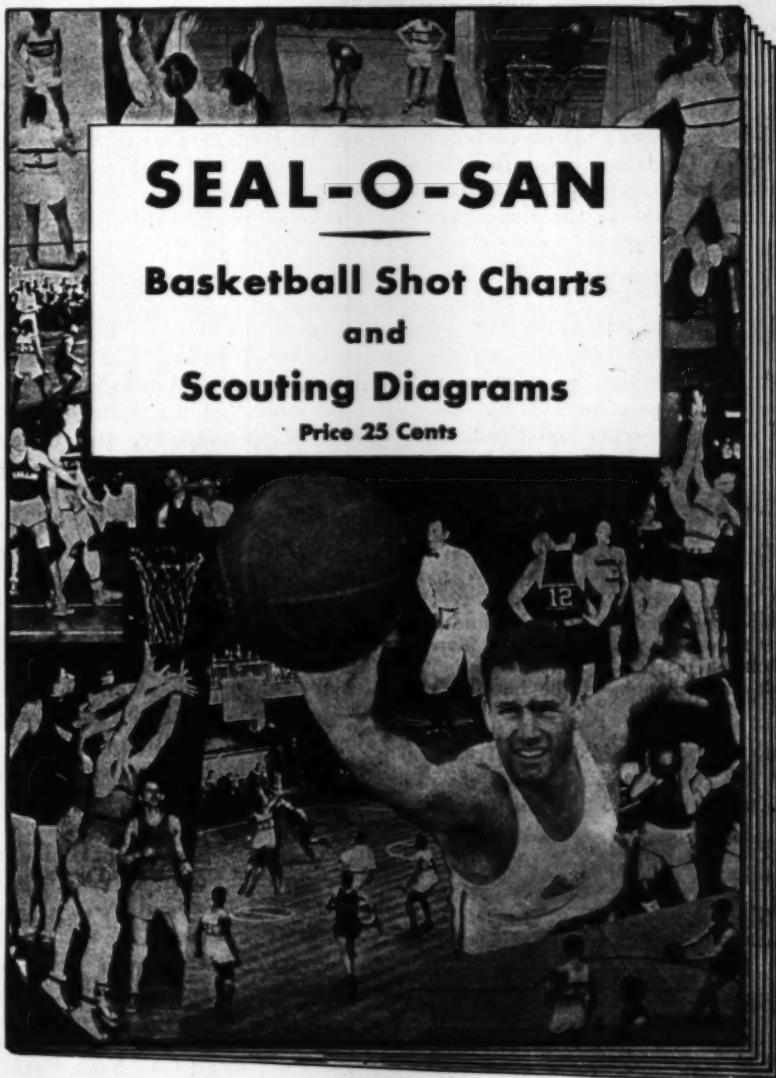
‡ Was not in good shape. On the same day made 100 yards in 76.5 seconds without oxygen.

A flying start was used throughout. The length of the tank was sixty feet.

The above table reprinted from *The Research Quarterly*, Vol. V, May, 1934, by permission.

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## New Books on the Sportshelf

**Official Basketball Guide, 1934-35.** *American Sports Publishing Co., New York. 25 cents.*—This is the men's guide; the women's guide is reviewed below. The Basketball Guide has undergone vast changes in contents, a result of the high school influence on the National Basketball Committee. It is the second Guide to be published under the aegis of the new Committee, and it is gratifying evidence of what can be done with a Guide that sets out to serve all interested parties. The new sections include the series of rules-interpretation photographs by Craig Ruby which appeared last winter in *The Athletic Journal*; a page of drawings by "Suz" Sayer giving the officials' code of signals; and the 45-page national review of state high school basketball, reprinted from *The Athletic Journal* and *Scholastic Coach*. The one notable omission, by which no harm is done, is the absence, for the first time in 20 years, of the lists of registered officials of the Chartered Boards. Only the officers are now listed, and in addition there is a listing of officers of state high school committees in charge of officiating. It is just as well that these interminable rows of names are out of the national Guide, for they had only local significance. The new rule book is in the Guide in its usual detachable form.

The changes in the rules were reviewed in last month's *Scholastic Coach*, and some test questions on the rules may be found elsewhere in this issue.

**Official Basketball Guide for Women and Girls, 1934-35.** *American Sports Publishing Co., New York. 25 cents.*—Action photographs of playing technique and play situations appear in this Guide for the first time in connection with an article, "Two-court Basketball for Women" by Jane W. Shurmer of the University of Pittsburgh. Miss Shurmer's article includes divisions on fundamental skills, the six-man defense, shifting zones plus man-to-man for shots; the three-man defense; and the offense against this shifting zone type of defense. The article "Effect of the New Guarding Rule" by Ruby L. Brock, presents an up-to-date analysis of the consequences of the rule that was first made effective last year, permitting the guard to use her arms and hands in any plane. In conclusion Miss Brock says:

As far as one is able to determine, considering its recent introduction, the new guarding rule seems to be a step forward in the development of the girls' game of basketball. It has very definitely speeded up the game and is forcing the forwards to develop more skillful offensive play. Whether they can develop enough, is the question.

Certainly at present, the guards seem to have the advantage in their legal methods of play, and undoubtedly changes in rules will be made to maintain a better balance between the forwards and guards.

The women's Guide again appears with the rules separately bound in the front pocket, and the chart of technique in the back pocket. What you don't get for 25 cents in this female basketball bargain is not worth mentioning.

**Watersports for Women and Girls.** *American Sports Publishing Co., New York. 25 cents.*—This is a new member of Spalding's Athletic Library, the latest contribution of the editorially prolific Women's Athletic Section of the American Physical Education Association. The book will find many welcoming eyes among the women who pilot girls' activities in American waters, for it presents in convenient and compact form timely material on the present, thriving state of watersports in, principally, the colleges. There is one special article for high schools, "A Swimming Play Day for High School Girls," by Alice Sherbon of the University of Iowa, but much of the other material is applicable to the high school situation as well as the college. The official swimming rules, scoring tables for the dives, and the rules for telegraphic swimming meets, are among the features of this new volume. There is also presented, for the first time, inter-collegiate swimming records established by women. All but two of the marks are of the vintage 1934. Much helpful material is contained in the two divisions of the book headed "Special Articles" and "Special Programs." Every woman coach and director who goes near water should have this Guide.

**Official Ice Hockey Guide.** *American Sports Publishing Co., New York. 25 cents.*—This Guide contains the rules that are used by college and school teams, formulated by an N. C. A. A. committee; and reviews of college, school and club records. There are a number of minor changes in the rules, the principal one calling for a new area directly in front of each goal cage, to be known as the goalkeeper's "crease." This area is established for the purpose of eliminating crowded play in front of the cage and to do away with interference with the goalkeeper. An attacking player is forbidden to enter the "crease" when the puck is not within the "crease." When the goalkeeper goes outside his "crease" he relinquishes his special protection.

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### Intersectional Game

[Continued from page 7]

scrimmage and then cutting diagonally across each other's paths.

Lane presented a shift that involved quite some manipulation but it made no trouble for the New Rochelle defense. Ends and tackles on each end of the Lane line reversed positions, and guards exchanged positions on either side of the center. The backfield started in customary single wing-back alignment, somewhat further over to the right. At a signal, the ends, tackles and guards shifted to their proper places and the backs moved over. Its value seemed doubtful. In better hands it might have served to good purpose, but the Lane linemen, though heavy enough for any team, lacked speed and the incisive thrust.

Frank Balazs, backfield ace of Lane, averaged 41 5/6 yards on his punts to outpoint the several players who kicked for New Rochelle, by a mere matter of two yards. Bob Connelly, New Rochelle tackle and captain, place-kicked a 20-yard field goal and punted well while he was in the game, but he didn't play a full game.

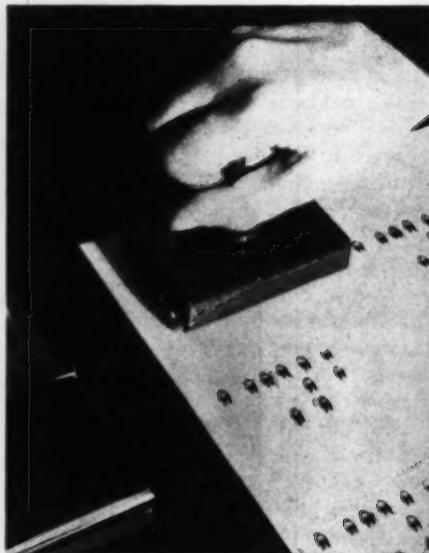
McKenna, the New Rochelle coach, has guided New Rochelle to twenty-one games in which it hasn't been beaten or scored upon. At this writing New Rochelle has won twenty games. A scoreless tie was played with Mt. Vernon last year.

McKenna, who played for Dean Academy and Cornell, previously coached at Peddie Institute at Highstown, N. J. He has 700 boys to draw from and maintains a squad of 90 to 100. Every boy is required to learn the six basic plays in his first season and these are his staff and rod for all his years of football at New Rochelle.

#### Statistics of the game:

	New Rochelle	Lane Tech
First downs .....	18	2
Yards gained rushing .....	359	25
Forward passes attempted....	8	9
Forward passes completed....	7	4
Yards gained, forward passes	66	86
Forwards intercepted by .....	3	1
Total yards of punts .....	237	251
Average distance of punts, yards .....	39 1/2	41 5/6
Run back of punts, yards....	63	9
Fumbles .....	2	4
Fumbles recovered .....	1	2
Field goals tried .....	2	0
Field goals made .....	1	0
Penalties .....	7	8
Yards lost, penalties .....	75	25

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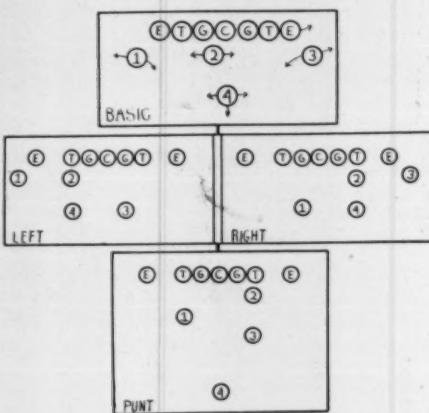
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## Three Systems In One

HERE are certain definite advantages in each of the various systems of offensive formations used today in football. The three familiar formations—the Rockne shift and box formation, the Warner double and single wingback and the long and short punt. After several years of experimenting with the idea of shifting certain backs backward as well as sideward, I have found that with the usual type of boy available for halfbacks, a backfield formation can be evolved which successfully combines into one system the features of the three well-known formations.



Using the double wingback as the basic formation it is very easy to use the Rockne Shift to a single wingback on the right or left as shown in the accompanying diagrams marked "left" and "right."

By so doing it is possible to use the same strong plays to both sides of the line without burdening the players with too many plays and still have a wide variety of offensive plays to strike at different holes in the defense. The very effective feature of the Rockne shift of unbalancing the offensive strength and shifting before the defense can get set is used here. And as long as the shift is not stopped more than a second this is always a distinct advantage.

As for the shift to punt formation from the double wing-back it is handled as shown in the bottom diagram.

It is entirely possible by using these four systems to keep the repertory of plays under twenty in number and still include all of the following plays: Full and half spinners, quick thrusts, line plunges, cutbacks, off tackles, end runs, laterals, fake kicks, split bucks, delayed buck, reverse plays and forward passes, using the formation which is best adapted for that particular play.

Another effective offensive tool that can be used with this kind of offensive scheme is the variation of the starting signal. With the basic formation, the double wingback, the ball can be snapped on "hike," and with the other formation "hike" can be used to start the shift which can be handled to the system of 1-2-3-4, as most usually used in the Rockne shift.

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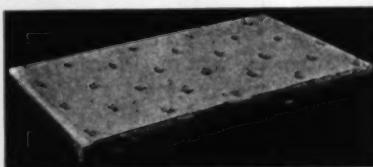
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## Pivot-Post Attack

[Continued from page 19]

the exception that the pivotman has the choice of passing to either A or D who may be free under the basket.

### Figure 12 (page 16)

With all five men handling the ball, we get a set-up similar to the one diagrammed in Figure 9, with the one radical exception that every player goes in front of the man to whom he passes the ball.

Figure 12 shows a set play with multiple screening which, with sufficient practice, can be used to free either or both of the forwards under the basket. Timing is the keynote of the play's success. It is important to remember that the forwards must not start together or at the same time as the guard who is the first receiver. Only long, hard drill will teach a particular group of boys just when each is to make his break toward the ball. If the team wants to stall, the four players other than the pivotman can continue their passing and cutting indefinitely with the assurance of a greater degree of safety than that enjoyed when the players go behind the receiver. Some teams employ a short back-bounce-pass, always keeping the ball near the center of the court until some opponent becomes "lost" or is drawn out of defensive position so that a pass can be made to the pivotman, which pass is followed by a fast cut under the basket for a return pass and shot.

During the past year or two there have been numerous experiments with the use of two or even three pivot men simultaneously in the basket area, but the length of this article prohibits any elaboration of them. Theoretically, any such method of play is unsound since by filling the space immediately surrounding the basket with players there is no place for a man to cut directly into the basket. Consequently, he is forced to drive into the corner for his shot and this is not good basketball.

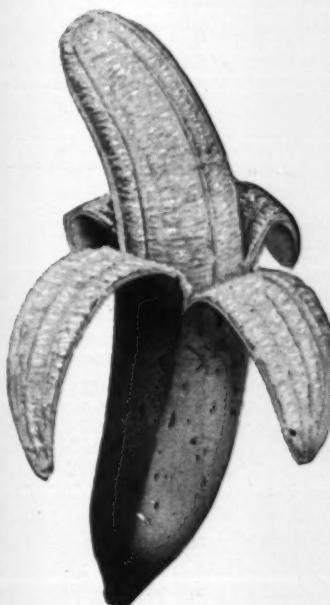
It has been the purpose of this article to analyze the single pivot-post attack and to illustrate some of its major possibilities, with the hope that high school coaches will have a clearer understanding of the advantages and limitations of the most widely used offensive system of today. Furthermore, it has been suggested that the pivot play is not the ultimate in offensive basketball, which of necessity must continue to progress as the defense catches up with it.

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## BASKETBALL QUIZ

**A few questions over which even the experts may find it necessary to pause for mental scratching**

By H. V. Porter



In basketball, as in other things, the correct answer is not always the satisfying one. I recall in particular one question and answer, appearing last year in Scholastic Coach in a quiz similar to this, which brought forth many letters of doubt and protest. It concerned the interpretation relative to the ball being touched by a player who, from a position on a boundary line, leaps into the air and contacts the ball. Whether or not the player leaps far over into in-bounds territory in contacting the ball, the ball must be declared out-of-bounds and given to the other team. Yet there was, and perhaps still is, many a coach who could not see it that way.

This interpretation which declares the ball out-of-bounds in a situation of this kind is the only logical interpretation that can be made if we are to allow *in play* a ball that is contacted in a plane *over the boundary line* by a player who leaps from a position in-bounds. These well-known "saves" are brilliant feats of basketball acrobatics and there is probably no coach who would want to do away with them. Yet if the ball on these plays is to be regarded as in-bounds,

**LEFT—A BLOCK OR A SCREEN?** The matter of screening and blocking has received considerable attention in recent years, as a result of the development of the erstwhile so-called "legal block." This was a paradox as far as the rules of the time were concerned, for blocking was definitely down as a personal foul. Several years ago the rules committee extricated itself from its anomalous position by giving the term "screening" to what had been unofficially called "legal blocking." The illegal block is now possible only where personal contact results and in the case of face guarding, or face blocking, where a player who has his back to the ball shifts with his opponent in order to cut off the latter's approach to the play. In the series of pictures on the left the player with the ball uses a back-hand pass and moves directly toward an opponent to cut him off from guarding the receiver. It has come to be a common practice for passers to move thus, directly into the path (and sometimes into the person) of the defensive player who is trying to cover the play. Whether a foul occurs depends on whether personal contact ensues, and if it does there is still the question of whom the foul is on. In the case here pictured the defensive player (No. 6) is not in motion, and the passer (No. 3) is definitely in motion, but it is not definite that he has caused personal contact. It appears that he has come to a stop in good time. If so, the play is legal. While the passer has his back to the ball he cannot be charged with face blocking because he has not, as far as the pictures go, shifted with the defensive player. Of course a negligible amount of personal contact is allowed in most sections of the country, since basketball under the present rules cannot be absolutely a no-contact game.

the opposite must hold when the player, standing out-of-bounds, projects himself into the air and contacts the ball over in-bounds territory. "Fair is foul and foul is fair . . ."

Besides the letters from writers who believed that they had caught the examiner in an inaccurate statement or misinterpretation, were those from writers who desired to know the reason for an answer which on the surface did not seem consistent with the rest of the rules; and from writers who, apparently, sat up nights figuring out some complicated situation not covered in the rules and on which they thought a ruling was needed.

With respect to those letters where the reason for a given ruling was desired, a great number of them were concerned with the double dribble, sometimes called discontinued dribble. The chief cause of trouble in interpreting the dribble rule is the failure to distinguish between bringing a dribble to an end and committing a violation. It is evident that one may bring a dribble to an end and thus forfeit his right to continue his dribble without committing a violation. Often the bringing of the dribble to an end is immediately followed by a violation but they do not happen simultaneously and a smart player often avoids a violation by quick thinking.

Of the hot stove league letters, the most unusual one gave the following situation: In a western mining town the ball was in the air on a try from the field by the visiting team when a fan on the sideline jerked out his six-shooter and punctured the ball. The official was at a loss as to what to do, since the ball did not enter the basket, though it might have had it not been shot. The referee finally compromised by allowing the visiting crowd to take one shot at the ball the next time it was in the air on a try from field by the home team. The writer desired to know whether the official ruled correctly.

To come down to earth, here is an assortment of play situations that are likely to occur in any man's town. At first sight a number of the situations appear to be similar. However, they are not, as a closer examination of them will reveal. It is suggested that the reader who desires to test himself may write out his answers to all the questions before looking on page 40 for checking.

1. A player in motion receives the ball while both feet are off the floor. He

- alights on the left foot and then brings the right foot to the floor in front of the left. He (may) (may not) use the front foot as the pivot foot.
2. A player in motion receives the ball while both feet are off the floor. He alights on his left foot and brings the right foot to the floor behind the left. He (may) (may not) use the front foot as the pivot foot.
  3. A player while standing in a stride stand receives the ball. While still holding the ball he jumps and alights in one count in a stride stand. This is (legal) (illegal).
  4. A player while standing in a stride stand receives the ball. He jumps in the air and while in the air tosses the ball. He alights in a stride stand and receives the ball from his own toss. This is (legal) (illegal).
  5. In situation 3 above player (may) (may not) pivot.
  6. In situation 4 above player (may) (may not) pivot.
  7. How many situations are there which result in the ball being taken to the nearer free-throw line for a jump?..... Name them .....
  8. A is charged with a technical foul. The B coach sends in a substitute, B6, to replace B5 and B6 makes the free throw. Immediately after the throw B5 is sent back in to replace B6. Which, if any, of these acts is illegal?.....
  9. A1 commits a personal foul. While the B player is getting ready to throw the free throw A2 is fouled for talking back to the referee. If the last throw is missed is the ball in play?.....
  10. A1 commits a personal foul. While the ball is being taken to B's free throw line the B coach is fouled for talking to his players. If the last free throw is missed is the ball in play?.....
  11. B is awarded a free throw and on the free throw try throws the ball in the wrong basket. While the referee is walking back to the center circle the mistake is discovered. He should (1. Direct the scorers to count the point for team B.) (2. Not count the point for either team and continue play by tossing the ball at center.) (3. Cancel the point and allow B a free throw trial at his own basket.)
  12. A1 commits a personal foul against B1. B2 tries the free throw and the try is successful. While the official is walking back to the center the mistake is discovered. (1. Official should cancel point and start play at center.) (2. Official should allow B1 to make the free throw try.) (2. Official should charge A with a technical foul.)
  13. The first quarter ends with the ball in the possession of A. During the intermission B commits a foul. How should the ball be put in play to start the second quarter?.....
  14. At the end of a game the score is tied and the referee has ordered an overtime period. During the intermission A commits a personal foul. (1) Is the free try made during the intermission or at the start of the overtime period?..... (2) In case the try is successful is the overtime period played?.....
  15. Is the ball ever dead because of hitting an official?.....
  16. During an intermission A6 is sent in to replace A1. Before play has been resumed A1 is sent in to replace A2. This is (1. A technical foul) (2. A personal foul) (3. A violation resulting in the awarding of the ball to Team B) (4. An infraction for which there is no penalty.)
  17. On a free throw following a personal foul the ball passes under the ring with-



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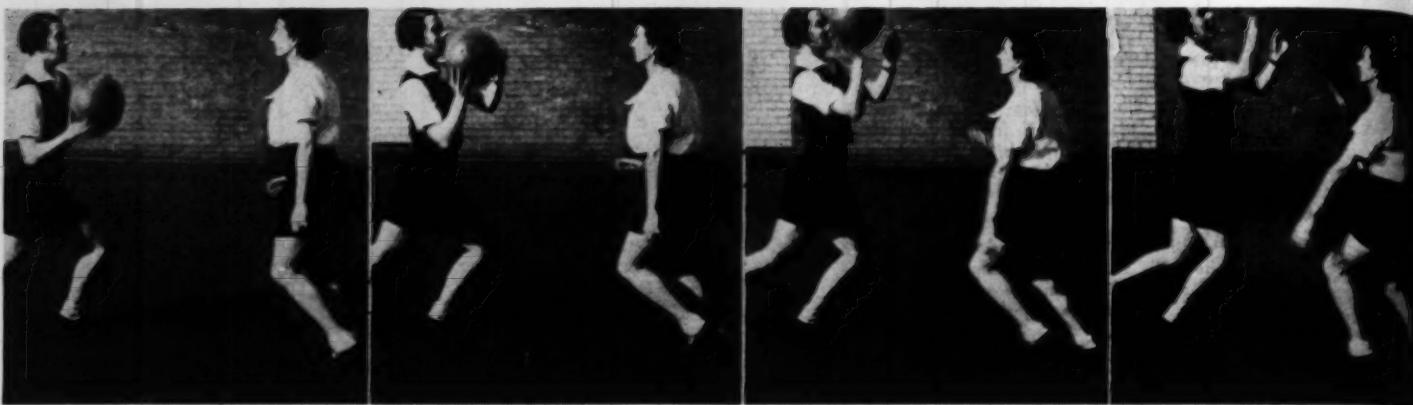
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out touching ring or backboard but touches the net. Is the ball dead?..... (The answers appear on page 40)



## MINOR CHANGES IN GIRLS' BASKETBALL RULES

By Marie L. Simes

Miss Simes, of Notre Dame of Maryland, is chairman of the Committee on Women's Basketball of the American Physical Education Association.

**T**HIS year finds few changes in basketball rules for girls. What slight changes there are will be found in the form of revisions and revamping, made in an effort to bring about greater clarity and easier interpretation.

In the 1934-35 Guide, we will find several good points made. One of these is the attempt to eliminate the too frequent blowing of officials' whistles, formerly a source of annoyance and complaint from all sides. The rules now call for no whistle on toss-ups, center-throws, or out-of-bounds balls. This last provision, which appeared for the first time in last year's rules, directs that the whistle be blown only in case of error; that is, if the wrong player receives the ball for the throw-in. These provisions should put a stop to much of the too frequent whistle blowing of the past.

Centers in the two-division game may now face their own goal for the center toss-ups, or center-throws, temporarily crossing over into the other division for the purpose. "Boxing up" will no longer be termed a foul if the boxed up player is successful in executing a pass, since the act of boxing up must necessarily leave a teammate free to receive it. Such revisions as the above, and others, will, no doubt, be favorably received.

Last year's Basketball Guide for Women and Girls brought forth a radical departure from the rules of all preceding years, and the development of the girls' game under these rules has been most interesting. The new

**There is swifter pace in the game since last year's radical operation on the guarding rule**

guarding rules have been welcome in all sections of the country. They have, of course, changed the game considerably, giving the play an ease and freedom which it has never known before. Formerly, girls were required to do their guarding only in the perpendicular or horizontal plane. It was not permissible for them to hold the arms or hands in such a position as to be over the ball or over the person of an opponent. Arms and body always had to be held in an unnaturally straight position, making it extremely difficult and practically impossible to guard effectively. Such regulations slowed up the game considerably in every way. Players could, and did, on the whole, take their time about passing and shooting, with the result that the game was not only slower, but far less interesting than we find it today.

### Guarding in any plane

The new guarding rules, inaugurated in 1933-34, have changed the picture. The necessity for getting rid of the ball before being covered by an opponent who may now guard in any plane she wishes (provided that she does not make personal contact) finds offensive players in the position of having to choose between passing early, or inaccurately, or, often, not at all. The defensive player finds the new guarding more satisfactory, by far, than the old method. She is no longer getting the short end of things, and her new style of play has developed a far more natural aspect. It is now possible for a speedy guard to cover an opponent, who is in possession of the ball, so effectively that it is impossible for her to pass accurately, if at all. This was quickly realized

under the new ruling, and has been the main reason why girl's basketball is so much faster than it used to be.

### New passing style developing

There has been a tendency on the part of guarding players, in their new freedom, to play too closely, playing the opponent rather than the ball. Defensive players should be taught to realize that their chances of interception are much greater in the case of a ball which has been passed, than in the case of a ball which is about to be passed, although they should become adept at both skills.

Since the type of offensive play usually determines the pace of a game, and since it has become so essential that offensive play be speedy and accurate, it is easy to see that this factor has been the prime reason why girls' basketball is now developing into a fast-moving game. Girls are now mastering passes in which the impetus comes from the wrist. They are perfecting themselves in those shots and passes which are most difficult to guard.

In so speeding up the game, the present guarding rules have also affected the work of referees and umpires. They, too, must be much faster than formerly, and must follow the ball very closely in order to get an accurate view of all plays.

A few questions which are continually cropping up for officials follow:

**Q. Should charging be called on a player who brushes against the arms or hands of her opponent in bouncing, juggling, pivoting, or shooting?**

**A. No.** If there has been an effort to minimize this contact, she should not be penalized.



**ABOVE: ILLUSTRATING THE USE OF THE JUGGLE IN ADVANCING PAST GUARD.** The player intending to use the juggle to circumvent a guard should not signal her intentions too soon. In making the toss over the guard's head the ball-carrier can use either a form of the hook pass, in which the ball is brought back of her body as the opposite shoulder is turned toward the guard; or the front push pass, illustrated above. This latter pass is the safest: the ball is kept in sight at all times, and has the protection of both hands almost until the moment of delivery.

**Q. Is it legal for a player to run off the court after batting the ball back into the court? May she run out of the court at the completion of any play?**

A. Both legal. She should be penalized, however, if she runs out of the court in order to avoid an opponent, or to place herself in a more advantageous position.

**Q. Should tie balls be called as soon as two pairs of hands touch the ball?**

A. No. The whistle should be held long enough to give one player time to withdraw. Players frequently know whether or not an opponent first had possession of the ball.

**Q. Is obstruction always the fault of the defending player?**

A. No, not always, but most frequently, it is. It does often happen that both players start moving simultaneously, and collide. In such a case, it is usually a matter of charging on the

part of one and obstruction on the part of the other. When this occurs a double foul should be called.

**Q. If, in order to tie a ball, one player has stepped over the division line, should tie-ball be called?**

A. No. If it has been necessary to commit a violation in order to tie the ball, the penalty for a violation should be imposed.

In the above questions and answers lie the problems which a referee or an umpire has to meet and rule upon most frequently in the course of a game.

As far as one is able to judge, considering its recent introduction, the new guarding rules have meant definite progress in the development of the girls' game. It has proven itself to be a welcome change, and there is every likelihood that girls will soon develop the skill needed to maintain its pace.

## Girls' Basketball Film Available

A 16 mm. moving picture analysis of girls' basketball fundamentals has been produced by Scholastic Coach under the direction of the Committee on Women's Basketball of the American Physical Education Association. Miss Eline VonBorries, 1933-34 chairman of the Committee, took personal charge of the direction. Mrs. Elizabeth Yeend Meyers of New York University and Miss Wilhelmine E. Meissner of Flushing, N. Y., High School, assisted Miss VonBorries. New York University students were the demonstrators.

The title of the film is "Girls' Basketball Fundamentals." In addition to illustrating the proper technique in executing the fundamentals, the film shows fundamentals in combinations, as for example the bounce followed by a reverse pivot and a back

pass. There are also play situations and rules interpretations included. Many of the sequences are shown in slow motion. A printed explanatory text, which may be used as the basis of a lecture to accompany the showing of the film, is sent to each subscriber to the film.

The film may be rented at the rate of \$1.50 per twenty-four hours, plus the cost of mailing, by applying either to Miss Wilhelmine E. Meissner, Flushing High School, Flushing, N. Y., or to Scholastic Coach Bookshop, 155 East 44th st., New York, N. Y.

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# THE NATIONAL HIGH SCHOOL FRONT

**From the office of the National Federation  
of State High School Athletic Associations**

## What the States Are Doing

QUIET a considerable volume of correspondence reaches the writer's desk from all sections of the United States, dealing in a general way, and sometimes in a more specific way, with problems confronting various state high school athletic associations. It has occurred to us that it might be interesting if the National Federation page this month were devoted to the publication of some of the reports which reach the editor's desk from the various states. In submitting the following reports no particular order, alphabetical or otherwise, has been observed. These paragraphs are simply selected from letters that are before us as we enter upon this task.

### Maryland

A letter from Mr. Thomas C. Ferguson, state field leader of the Playground Athletic League of Maryland, explains a device which has been used to "socialize" the playground and interscholastic competition in his state. He writes: "I have tried a plan in our inter-county schedules of having one school act as host, and after the game, bringing both teams together for refreshments and entertainment. In the main this has met with a fine response, although as yet there is still some skepticism on the part of the players."

### Oklahoma

Oklahoma is one of the states in the National Federation that is devoting considerable energy to sponsoring wrestling as an interscholastic sport. Mr. Lee K. Anderson, secretary of the Oklahoma Association, writes:

"Last year, for the first time, the Association sponsored four district wrestling tournaments in which the team championship was determined on a point basis. The first and second place winners at each meet qualified for the state-wide individual championship meet which was held two weeks later. We had approximately forty-five teams entering in the districts, with some additional schools entering only a man or two in individual weights."

### Michigan

Michigan, as far as we know, is the only state in which the interscholastic athletic activities are organized under state law. Mr. C. E. Forsythe, director of athletics in the Michigan Department of Public Instructions, writes: "The supervision and control of interscholastic athletics in all of the schools of the state rests with the State Superintendent of Public In-

struction. Since the organization of the present Association a cooperative arrangement between the State Superintendent and the State High School Athletic Association has been in effect. We believe that a better conception of the problems involved in the administration of the interscholastic athletic program in Michigan schools has resulted. Approximately seven hundred high schools, both public and parochial, are members of the State Association."

### New York

The editor of this column has long felt that the ideals and methods of the New York State Athletic Association were most admirable. Mr. F. R. Wegner of Roslyn Heights, secretary of the New York association, reports on the following progressive measures which have been initiated in his state: "The New York State Athletic Association has cooperated with a notable group of boys' and girls' physical educators in producing series of booklets, *Recreational Athletic Activities for Boys and Girls*. The booklets are already regarded as distinctly progressive contributions in this field. The athletic protection insurance is growing by leaps and bounds. Athletic eligibility rules are in the process of modification. Age limit will be nineteen years after April 1935. Post-graduates already follow this rule. The nine semester rule becomes effective September 1935."

### Ohio

Mr. H. R. Townsend, commissioner of the Ohio High School Athletic Association, reports: "Early last year the 420 football schools decided by a two to one vote to use the national interscholastic football rule permitting the forward pass to be thrown from a point anywhere behind the line of scrimmage. A few leagues are using the national interscholastic rules in their entirety.

"For the first time in many years no spring football practice of any kind, either indoors or out, was held among the schools. However, the schools, if they so desired, were permitted to start practice August 20, with no games before September 14. The last Saturday in November is the deadline for football in Ohio.

"Football and basketball officials are being registered for the first time this year. The registration is not compulsory, but next year all members will be required to use certified officials."

### Missouri

No doubt states all over the country have been troubled more or less in attempting to devise methods of conducting championship meets. Mr. Carl Burris of Clayton, Missouri, secretary of the Missouri High School Athletic Association,

reports on some of their experiences in basketball. "Since its organization in 1926 the Missouri Association has tried several plans for determining the state championship in basketball. The sub-district district plan; the two-class plan; invitation to sixteen teams on season's records plan, and other combinations that have not been entirely satisfactory. In 1935 the sixteen region, one class plan will be used. In the past about 256 out of 700 schools have been interested in entering competition leading to the state championship. Registration for formation of regions will be held in January. The finals will be held March 14, 15 and 16, 1935."

### Utah

Mr. C. Oren Wilson of Salt Lake City, secretary of the Utah Association, reports on some new methods employed in Utah for promoting interest in the right kind of interscholastic athletics. "Plans for state athletic accident insurance for boys in the high schools of Utah are being rapidly completed with the hope that it will become operative in the current season. This plan is very similar to the one used in Wisconsin."

"Utah has adopted the conference plan for football, which has caused greater interest in the game. There are four conferences. Each will have a winner and the four will be drawn for a semi-final game, the two winners will play for the state championship on November 24."

"In handling the state-wide competition in football, basketball, track and tennis, the Board of Control has selected small committees to carry on each sport activity. This will reduce the expense and likewise increase the efficiency in promoting the different activities."

### Idaho

There has been a tendency in some states to tie up all of the interscholastic competitive activities with the interscholastic athletics. Mr. John I. Hillman, executive secretary of the Idaho Association, reports that in Idaho there is such a tie-up of commercial contests, declamation and debate contests, inter-school music contests, and athletics. "We have in Idaho state and district associations for each of these activities, and have interscholastic contests. Each association has its state officers and these state officers, together with a president elected independently, form the State Board of Control for the purpose of coordinating the various activities. Each association handles its own affairs but the combined Board decides upon the dates for contests so that there may be no conflict—or rather, the Board makes recommendations which are acted upon at the annual meeting of the groups by representatives of all schools represented in the associations."

"The executive secretary of the Athletic Association is also executive secretary of all the other groups."

#### Oregon

Mr. J. L. Gary of West Linn, secretary of the Oregon Athletic Association, submits a report of unusual interest on the method of improving officiating in that state. Mr. Gary says: "The Oregon Association held its first training school for football officials this year. Doug Lowell, one of the outstanding referees of the Northwest Conference, was designated as the official school-master and examiner of football officials. Schools were held in sixteen cities of the state, and all officials taking the examination were rated according to their ability—as *certified*, or *A* official; *registered*, or *B* official; and *probationary*, or *C* official."

#### Florida

Mr. F. W. Buchholz, executive secretary of the Florida Athletic Association, reports that in order to secure membership in the Florida association there must be a formal application for membership submitted. This application must be signed by both the principal and coach or director of athletics, and both of these officials have to pledge cordial cooperation with the officers of the state association as well as a rigid observance of all of the rules and requirements of the state association. These pledges are a necessary preliminary of membership in Florida."

#### Minnesota

Mr. O. E. Smith, the executive secretary of the Minnesota High School League, reports the adoption of a new system of eligibility blanks. There is a master eligibility blank, one copy to be sent to each competing school on the school schedule and one copy to the executive secretary. This blank contains all data affecting the student's concern. For succeeding contests, a current eligibility blank, which contains the names of the contestants only. We feel that this gives a good check on the eligibility of students, and will eliminate many protests, because each school will have the desired information regarding any student at the beginning of school."

#### Kansas

It is interesting to note that all over the United States progress is being made in limiting interscholastic athletic competition to normal high school students. Mr. E. A. Thomas of Topeka, secretary of the Kansas association, reports progress along these lines in the matter of Kansas eligibility rules. The following is an excerpt from Mr. Thomas' letter: "The Kansas State High School Athletic Association has added an eight-semester rule to its eligibility regulations this year. With it is the requirement that the seventh and eighth semesters be consecutive. The old twelve-week transfer rule has been replaced by an eighteen-week transfer requirement, unless the parents move."

"A noticeable feature of this year's football program is the increase in the num-

ber of schools which are playing night football. Almost fifty high schools in Kansas now have lighted fields. More new gymnasiums have been built during the past year, or are now under construction, than have been built for many years."

#### Alabama

Mr. Sellers Stough of Birmingham, secretary of the Alabama Association, reports progress in his state as follows: "The Alabama High School Athletic Association, after following closely the results of negotiations between the National Federation and the National Collegiate A.A. football rules committee for representation for the high schools of the nation, felt that there was a definite need for a high school football code and so voted at its annual meeting. In line with this decision the assembly also passed a rule requiring registration of all football and basketball officials. The rules have been received favorably in most sections of the state and practically all objections center about the change in the forward pass rule. Alabama expects to register a minimum of five hundred football and basketball officials for 1934-5."

#### Indiana

Indiana has so long been in the lead in the matter of wholesome supervision over interscholastic athletics that it would not be expected that any startling new project would be initiated. Mr. A. L. Trester of Indianapolis, secretary of the Indiana Association, reports, however, that Indiana is engaged in a constant evolution of its athletic activities and control, and in Mr. Trester's judgment this type of progress is to be preferred over sudden or radical revolution.

#### Wisconsin

A letter from Mr. Paul F. Neverman, secretary of the Wisconsin Association, reports that, "Beginning with September the State Association will require registration of officials for football and basketball. A state Rules Interpretation Committee has been appointed. The members of this committee will conduct a series of meetings for officials in different sections of the state. Wisconsin and Illinois have approved a plan for reciprocity between the officials in these two states."

The athletic accident benefit plan initiated by the W.I.A.A. in 1930 is entering its fifth year. The plan has met with general approval, and indications are that it will be a permanent feature of W.I.A.A. service."

The editor of this department will be glad to present from time to time extracts from letters from these and other states, insofar as they report new projects or progress and development. We solicit such reports and if you are doing something in your state which you feel should be called to the attention of the school men of the country be sure to report it to us.

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**Here Below**  
[Continued from page 6]

every minute of the game with the above-mentioned results. New Rochelle can be proud of its team and we in turn are proud to have met them.

We also sought an opinion on inter-sectional high school football games from Mr. E. R. Stevens of Independence, Kansas, president of the National Federation of State High School Athletic Associations. Mr. Stevens submitted the following:

When two high schools that are eight hundred to a thousand miles apart contract to play a football game, not more than two real reasons exist. Many more excuses may be made.

One of these reasons may be that both teams feel they are much superior to any of their normal opponents and must go many miles away to get a worthy competitor. Often accompanying this superior attitude are the vain boastings indulged in by schools and communities ambitious for sectional or even national championships. This feeling on the part of the team is not usually one which originates with the members themselves, but may more often be traced to the student body, or still more likely to an over-zealous fandom of the community, or to equally verbose sports writers. While confidence in one's ability is necessary, egotism, chestiness, and cockiness are detrimental to the individual and to the team. A football game participated in by impressionable high school boys under these conditions can be nothing but detrimental in the final analysis.

A second reason back of an inter-sectional contest is undoubtedly the desire and hope for financial advantage. This advantage would accrue quite largely, if at all, to the home team. There would be no thought of a contest of this sort if both of these reasons were not uppermost in the minds of the officials connected with both high schools endorsing and sponsoring such a contest. If either one of the above reasons were lacking, there would be no consideration given to any proposal which would send a group of twenty or thirty boys, accompanied by the necessary advisors, on such a journey. Particularly would this be true in the case of an activity which in its entirety lasts less than two hours, with actual play consuming but forty-eight minutes.

With these reasons as the basis for such contests, there is little wonder that men of the schools interested in the permanent good to high school boys question inter-sectional football games; nor is it any wonder that sane-thinking citizens in the community in these days have grave misgivings as to the practice of high schools in over-emphasizing athletics, with its dangers and costs.

There are, without a doubt, good values for the boys, the schools, and the

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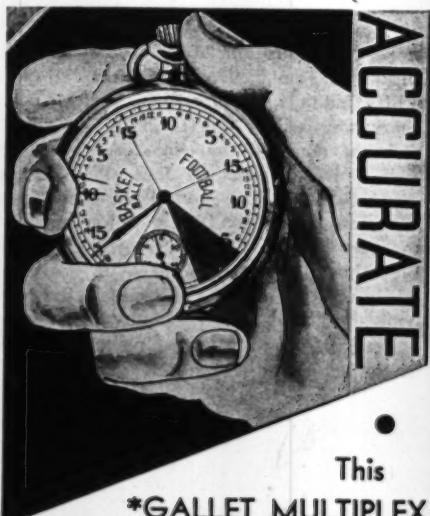
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communities in having football available for those physically and mentally capable of standing the game. These values can all be better realized by confining the contests to teams that are nearer each other, where the time consumed and the costs incurred are both reasonable.

There may be some things that could be considered as favorable to an inter-sectional contest. The boys of the team making the trip, properly planned, would receive value in visiting another community, making friends with other boys and treating them in a sportsman-like fashion, while on the gridiron as well as off. In fact, there would be value for both groups in these matters. Further, there would be some value to the team that loses the game, or to both if it were a tie, in learning that there were others equally as good or perhaps better than they. If these teams were undefeated, as two so matched would very likely be, the training in control of themselves under adverse circumstances would certainly have value. We would all hope that these values would accrue to the individuals, yet there is no guarantee that they will. However, these values are to be found equally available in games with neighborhood rivals.

These inter-sectional games have become less numerous as the years have passed and as people have come to take a view of athletic contests more in keeping with their values and importance. They will be still less numerous, and athletic contests will be more in keeping with their values, when right-thinking people of a community are as positive in their desires as the unwise fan.

If our athletic contest programs are to continue, they will not be given more prominence than their values warrant.

#### Swimming Coaches Organize

The National Association of Interscholastic Swimming Coaches has been organized for the purpose of promoting interest in swimming in the high schools. The secretary-treasurer of the organization is Charles McCaffree, Jr., swimming coach, Battle Creek, Mich., High School. The initiation fee is \$2; the annual dues \$1.

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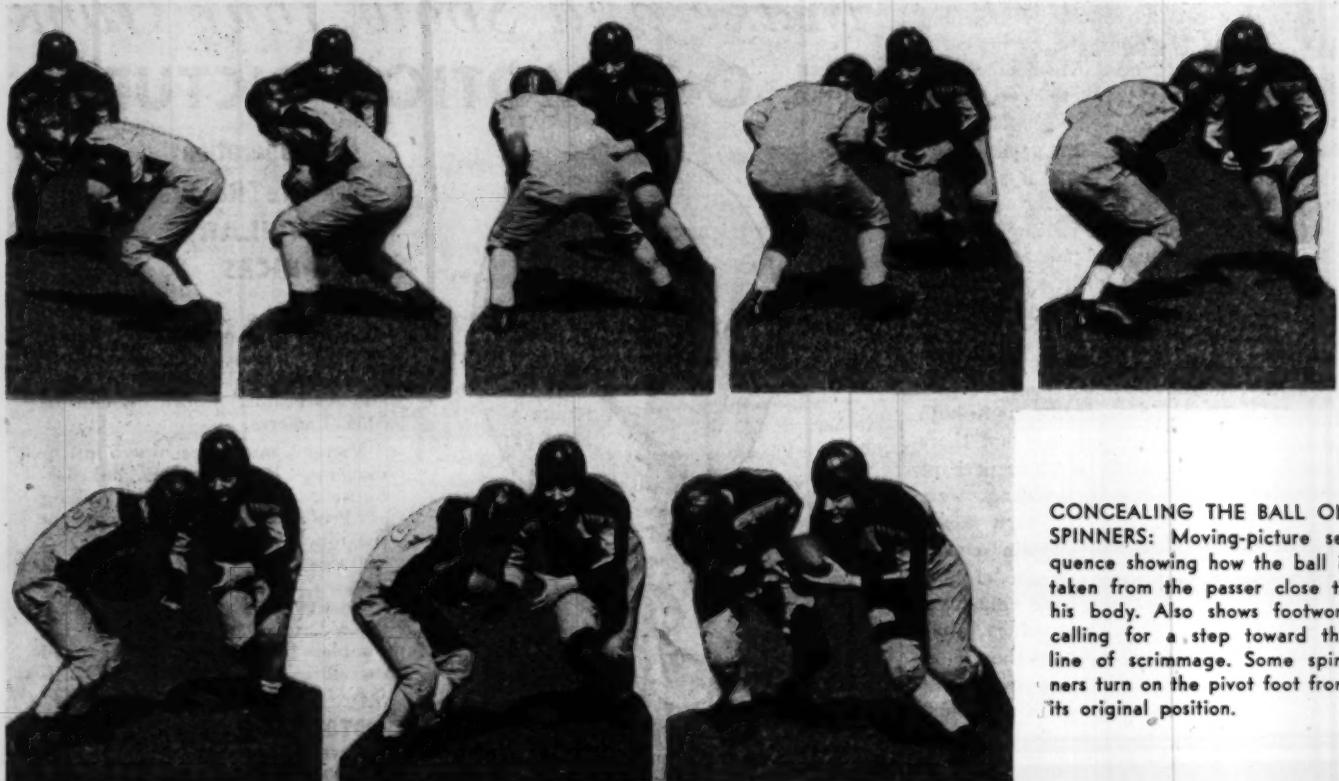
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East H. S., Madison, Wis.



International

**ABOVE—ONE WAY OF CROSSING FROM SAN FRANCISCO TO OAKLAND:** Ivy Jenner, recent graduate of Oakland, Calif., High School, during her five mile swim along the route of the San Francisco-Oakland Bay Bridge, which she negotiated in two hours, six minutes.

**LEFT—HIGH SCHOOL ACTIVITIES IN TABLEAU FOR NIGHT FOOTBALL SPECTATORS:** Students of East High School, Madison, Wis., in one of the tableaux they put on between halves of night football games, to give the spectators a picture of other features of the school program.

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## New Forward Pass Rule

[Continued from page 13]

this "defensive, reactionary attitude" passes, I believe we will see a much wider use of its opportunities.

*Defenses used to meet this new type of play.* The hardest play of the new type to defend is the fake buck and short pass over the center of the line, because it hits so quickly.

Some of the defensive tactics used to stop the play are as follows:

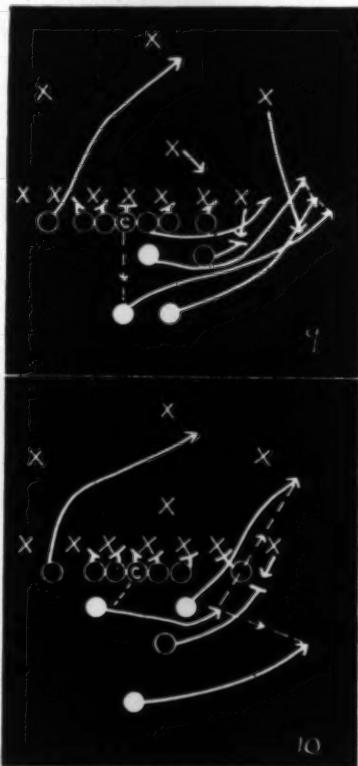
(1) Seven-man line with diamond backfield (7-1-2-1), the idea being that the line is to stop the buck and give the defensive fullback freedom to cover short passes primarily and bucks secondarily. The 7-1-2-1 defense appears better than the 7-2-2 since there is one man always covering over the center of the line.

(2) Seven-man line with diamond backfield (7-1-2-1), with tackle delaying the offensive ends in order to keep them from getting out so fast to receive the short pass.

(3) Six-man line (6-2-2-1). With this defense, two men are stationed directly back of the line, the man on the strong side to stop the bucking game, and the other free to cover short passes.

(4) Seven-man line (7-1-2-1), with the weak side end dropping back of the line to cover short passes.

(5) Either six- or seven-man line charging low and then rising fast and getting hands high to break up the pass. The passes being so fast and short, many have been intercepted or knocked down by both linemen and close backs backing up the line.



SEEN IN ILLINOIS

9. Wide end run followed by a short pass.
10. An optional forward or lateral pass.

at the present time the new rule has been capitalized very little.

In general, the high schools in this locality are not especially enthusiastic about the rule. According to a number of prominent coaches, the lack of enthusiasm is probably attributable to the following attitudes:

- (a) Unwillingness to develop a new defense.
- (b) Unwillingness to spend the time on it, as it takes a great amount of time usually spent with high school boys on the basic fundamentals of the game, without adding this additional phase.
- (c) Difficulty of finding the kind of boy needed to execute this new type of pass correctly.
- (d) Some objection on the part of high school men to the use of a rule adopted and developed by professional teams.

Locally, some high school leagues have voted not to adopt the rule, but in general the entire state is using it.

### From Illinois

By Glenn Holmes  
Oak Park High School

In this section of the country, high school coaches in general welcomed the new forward pass rule when it was legislated into the game last spring. There was, however, much debate and discussion as to the effects it would have upon the game. Most coaches saw a chance to put more stress and pressure on the defense, thereby not only helping the passing game, but enabling the running attack to become more effective. The new rule puts a premium on fine ball handling and brings a little more basketball into football.

During the spring practice, coaches experimented with various types of passes.

In general the following types were used: (1) One-hand lob pass over the line; (2) two-hand overhead pass; (3) two-hand push or chest shove passes.

Most experimenting was done on the pass following a fake buck into the line, a play originating with the professional teams. Because the professionals developed this type of pass, there was some objection on the part of school officials to using something that descended directly from the salaried players.

A great deal of thought was given to the defense, especially to the use of a six-man line with an extra back to protect against the new pass.

After one has observed the rule in operation for a period of five weeks, there doesn't appear to be the threat, at present, that was originally supposed. In this vicinity the play hasn't been used more than four or five times in any game. Yet in a number of cases it has been very effective.

The possibilities of the new pass, however, are many. One reason for its limited use is that it is a hard type of play to execute, and a great deal of time is required to get it to function properly. It takes tall, clever ball-handlers to execute the play to the best advantage. The new type of pass in itself is worthless unless one has a good running attack along with it.

Contrary to the idea that high schools are usually eager to try something new, up to



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